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Superintendent

Sample Effectiveness Report of the 2005-2006 School Year

This Report was submitted using the current on-line Effectiveness Report tool. It was submitted by a small Montana District with an enrollment of less than 100 students. This Report has not been peer reviewed or scored for the AYP process and is presented as a sample to illustrate how the report **may** be completed and what it looks like when completed.

If you have questions or need assistance contact: OPI Accreditation Division Administrative Specialist Genna Ibsen by telephone at (406) 444-3114 or by e-mail at gibsen@mt.gov.

Goal Type:

Math

Description:

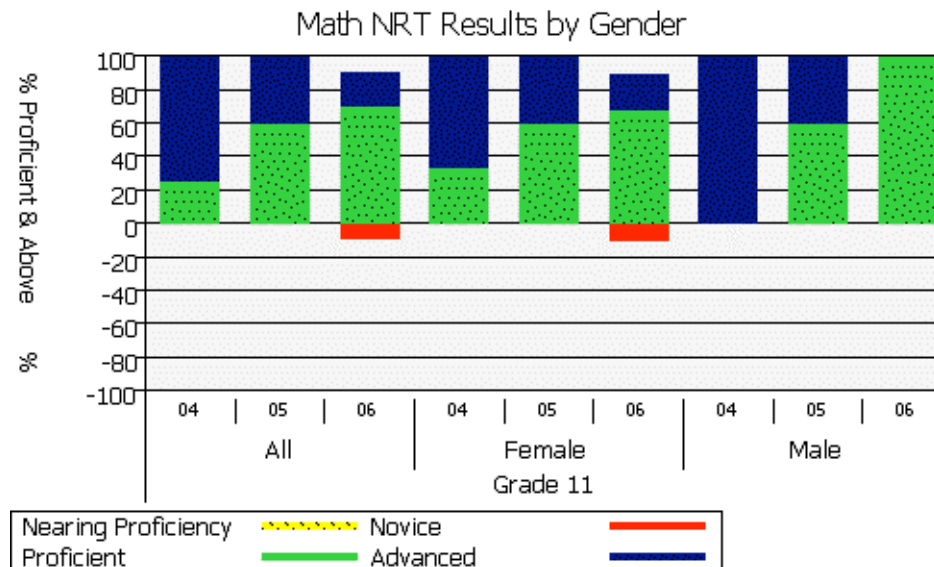
The district's students in fourth, eighth, and tenth grades will increase their mathematic percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 86% to 87% proficient/advanced in 2007.

The 2006 average testing results in mathematics for the district's fourth, eighth, and tenth grade students are as follows:

CRT: Fourth Grade: 100%
 Eighth Grade: 100%
 Tenth Grade: 100%
 NRT: Fourth Grade: 100%
 Eighth Grade: 75%
 Tenth Grade: 100%

The average percentages for the mathematics tests from 2003 through 2006 for the district's grades four, eight, and ten are as follows:

CRT: Fourth Grade: 83%
 Eighth Grade: 92%
 Tenth Grade: 83%
 District Average: 86%
 NRT: Fourth Grade: 98%
 Eighth Grade: 85%
 Tenth Grade: 95%
 District Average: 93%



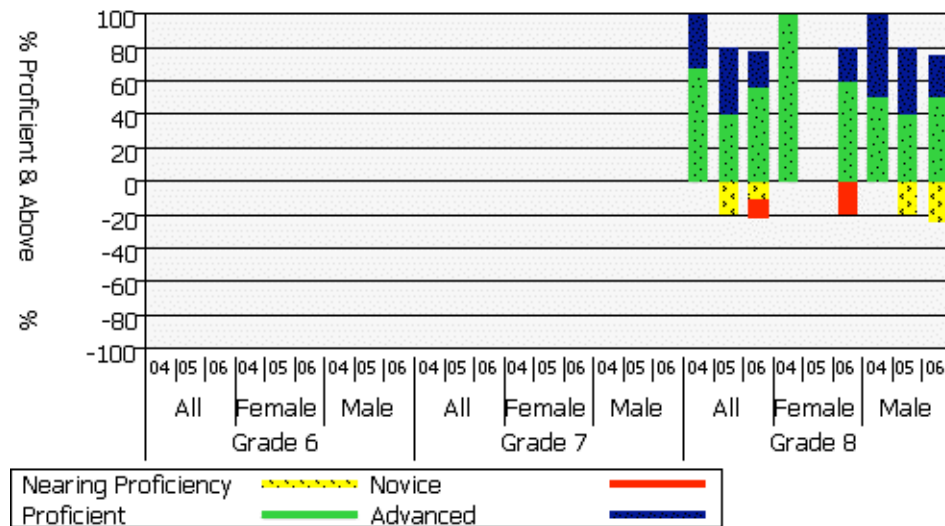
Goal Type:

Math

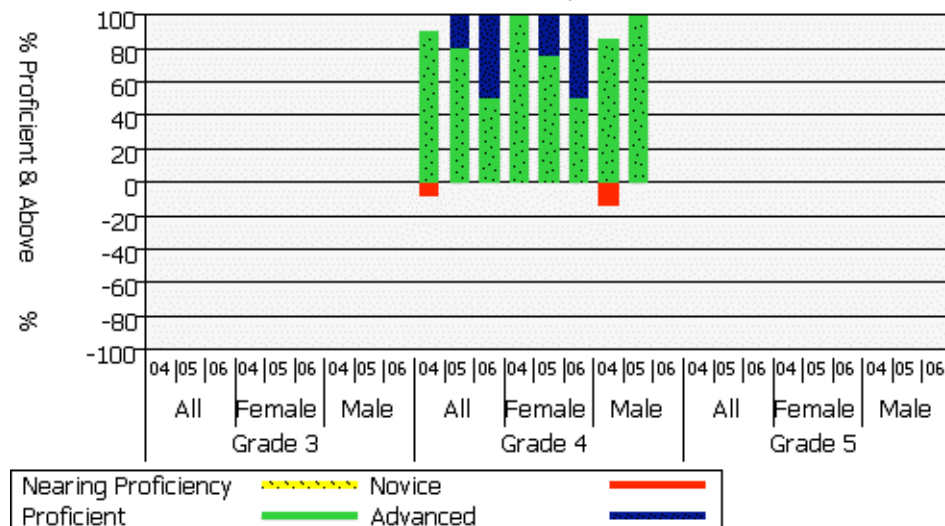
Description:

The district's students in fourth, eighth, and tenth grades will increase their mathematic percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 86% to 87% proficient/advanced in 2007.

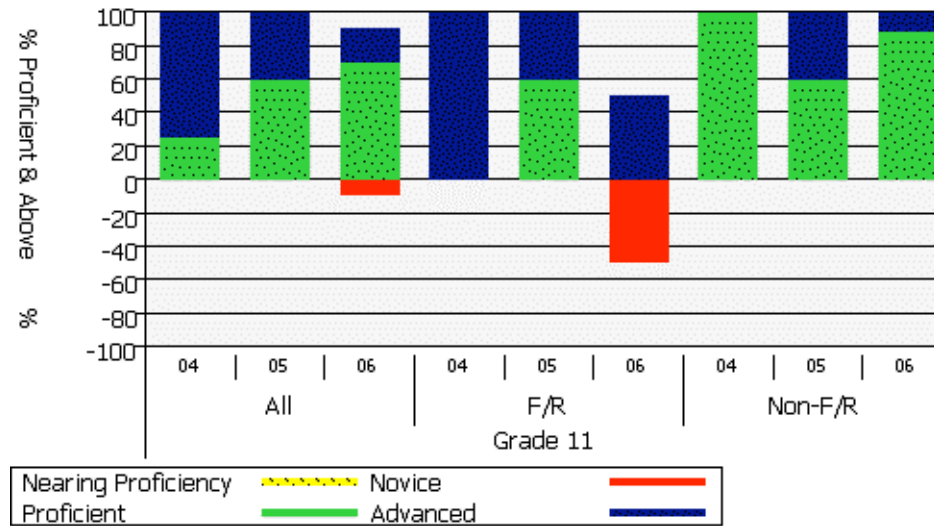
Math NRT Results by Gender



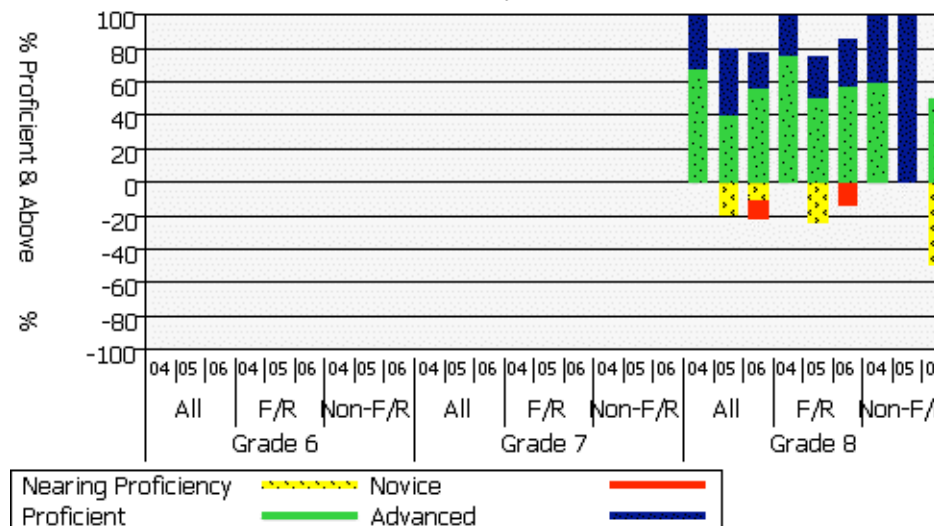
Math NRT Results by Gender



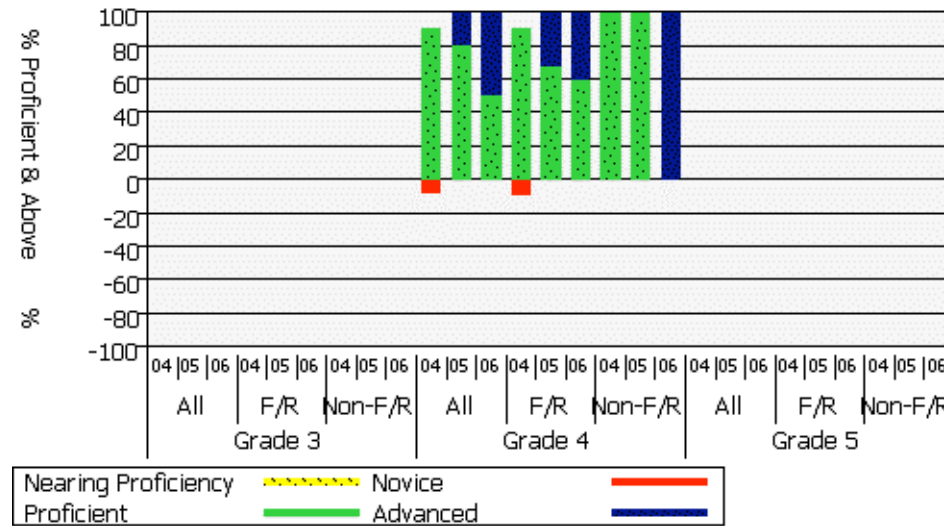
Math NRT Results by Economic Status



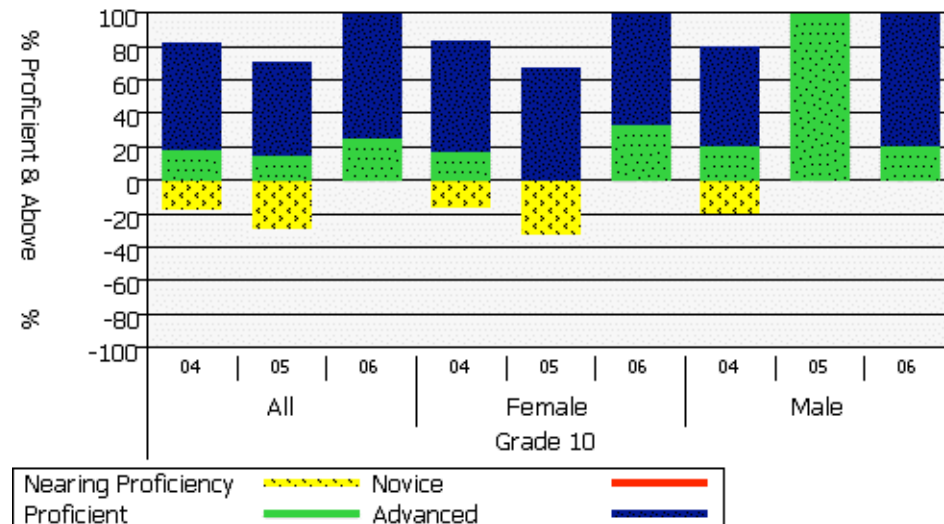
Math NRT Results by Economic Status



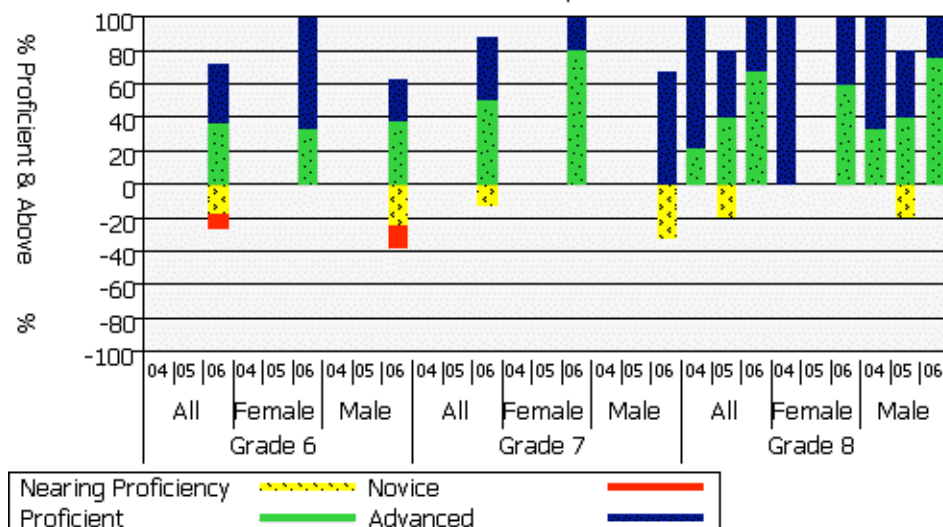
Math NRT Results by Economic Status



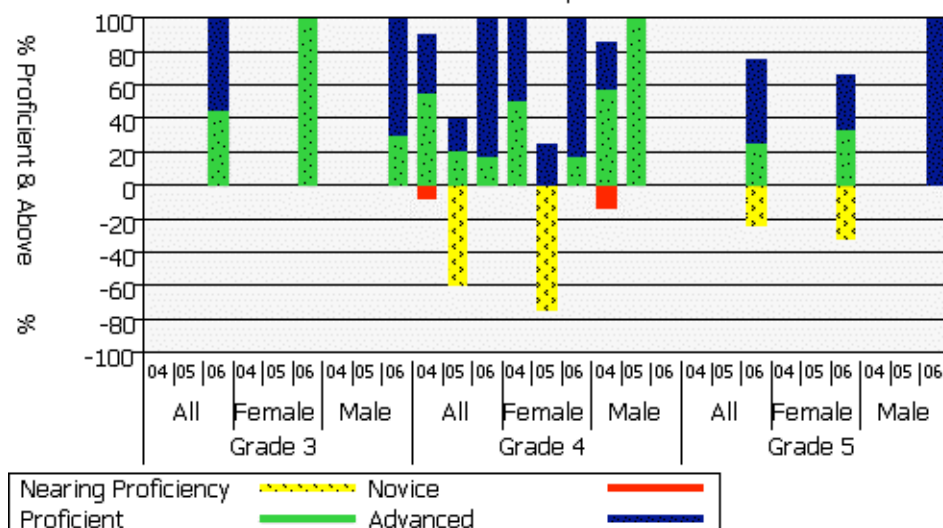
Math CRT Results by Gender



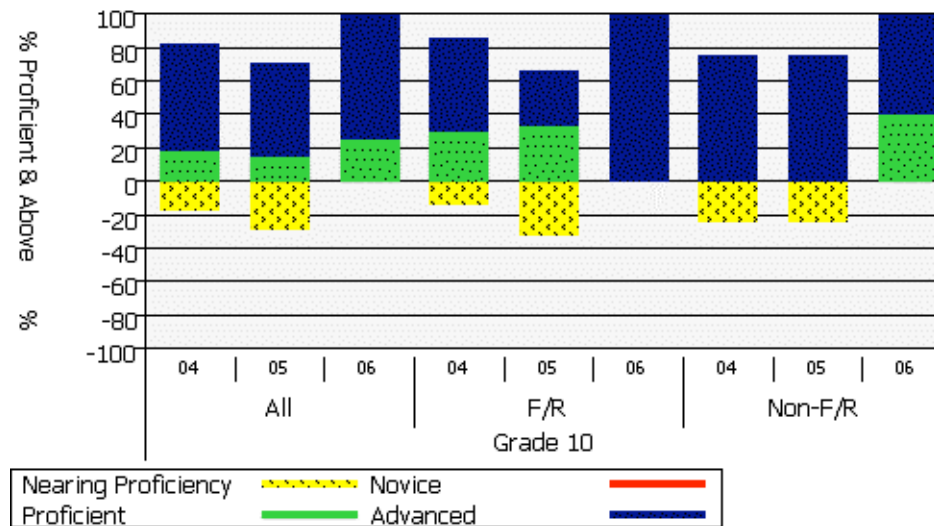
Math CRT Results by Gender



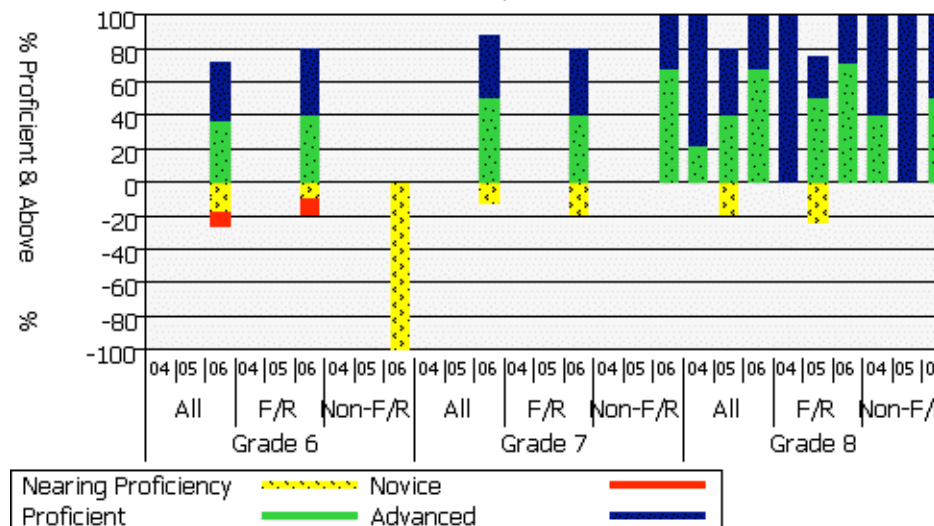
Math CRT Results by Gender



Math CRT Results by Economic Status



Math CRT Results by Economic Status



LE: 0000000000

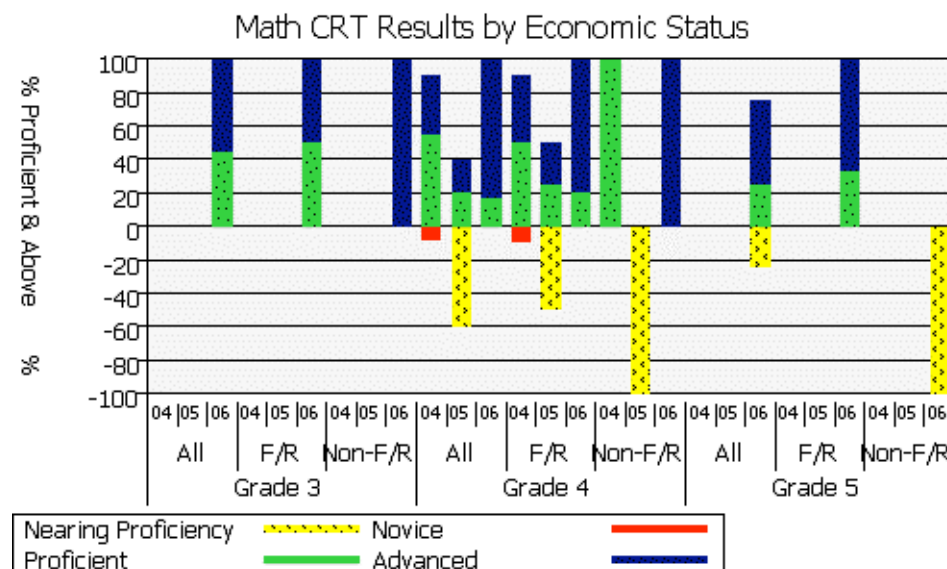
SC: N/A

Goal Type:

Math

Description:

The district's students in fourth, eighth, and tenth grades will increase their mathematic percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 86% to 87% proficient/advanced in 2007.



Analysis of the above data:

When analyzing the CRT data, it can be noted that there was an increase from 88% proficient/advanced to 91% from 2003 to 2004. In 2005, there was a significant decrease to 63% proficient/advanced, which was a result of the fourth graders only scoring 40% proficient/advanced. This 40% percentage is a skewed figure as there were only five students in the class; this was their initial year of participating in the CRT. It should be noted that as fifth graders, these students improved their percentage to 75% proficient/advanced. In 2006, 100% of the district's fourth, eighth, and tenth graders were proficient/advanced in the CRT mathematics section.

Considering the data for the NRT, there was an increase from 2003 to 2004 – 88% to 97% proficient/advanced. A decrease to 93% proficient/advanced occurred in 2005 as another slight decrease of 92% proficient/advanced occurred in 2006.

The following statistics were determined from examining the data from the CRT and NRT tests from 2003 through 2006:

Economic Status:

CRT: 2003: 83% of the free/reduced students were proficient/advanced
78% of the non-free/reduced students were proficient/advanced

2004: 94% of the free/reduced students were proficient/advanced
93% of the non-free/reduced students were proficient/advanced

2005: 64% of the free reduced students were proficient/advanced
59% of the non-free/reduced students were proficient/advanced

From 2003 to 2005, the average percentage for free/reduced students at the proficient/advanced levels of the CRT is 83% while 77% non-free/reduced students were proficient/advanced.

NRT: 2003: 76% of the free/reduced students were proficient/advanced

LE: 0000000000	SC: N/A
Goal Type:	Math
Description:	The district's students in fourth, eighth, and tenth grades will increase their mathematic percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 86% to 87% proficient/advanced in 2007.

- 95% of the non-free/reduced students were proficient/advanced
- 2004: 97% of the free/reduced students were proficient/advanced
- 100% of the non-free/reduced students were proficient/advanced
- 2005: 93% of the free/reduced students were proficient/advanced
- 100% of the non-free/reduced students were proficient/advanced

From 2003 to 2005, the average percentage for free/reduced students at the proficient/advanced levels of the NRT is 89% while 98% non-free/reduced students were proficient/advanced.

- Gender:
- CRT: 2003: 93% of the females were proficient/advanced
 - 100% of the males were proficient/advanced
 - 2004: 94% of the females were proficient/advanced
 - 89% of the males were proficient/advanced
 - 2005: 46% of the females were proficient/advanced
 - 93% of the males were proficient/advanced

From 2003 to 2005, the average percentage for females at the proficient/advanced levels of the CRT is 78% while 94% of the males were proficient/advanced.

- NRT: 2003: 92% of the females were proficient/advanced
- 80% of the males were proficient/advanced
- 2004: 100% of the females were proficient/advanced
- 95% of the males were proficient/advanced
- 2005: 100% of the females were proficient/advanced
- 93% of the males were proficient/advanced

From 2003 to 2005, the average percentage for females at the proficient/advanced levels of the NRT is 97% while 89% of the males were proficient/advanced.

These percentages indicate that progress in both the CRT and the NRT mathematics tests is being attained with the district's existing curriculum programs.

After examining the performances of the school's students on the CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills, it was determined that the district would focus on the mastery skills of the Montana Mathematics Standards at the various grades of four, eight, and ten.

In addition, the MontCAS Prep Competency materials were utilized in assessing students' competencies. The mathematics practice tests for CRT from the Montana Comprehensive Assessment System MontCAS, Phase 2 Criterion Referenced Test (CRT) Common Item Release were also used in order to help prepare students for forthcoming tests. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment/mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on these statistics, the goal for the district is to increase the mathematics performance on the CRT from 86% to 87% proficient/advanced in 2007.

Course of Action:
Improvement Area: Curriculum
Timeframe: 1 - 2 Years

LE: 0000000000

SC: N/A

Goal Type:

Math

Description:

The district's students in fourth, eighth, and tenth grades will increase their mathematic percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 86% to 87% proficient/advanced in 2007.

Steps:

The district's staff will continue to use the CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills to determine which mastery skills of the Montana Mathematics Standards for grades four, eight, and ten will be stressed.

In addition, the MontCAS Prep Competency materials and the mathematics practice tests from the Montana Comprehensive Assessment System CRT Common Item Release will continue to be utilized to increase students' competencies on forthcoming tests. The professional staff will also continue to examine the Montana Surveys of Enabled Curriculum (MSEC).

To increase the students' proficiencies in mathematics, differentiated instruction will continue to be utilized throughout the district's schools. Furthermore, the district will continue to maintain its existing mathematics programs at the various grade levels.

The district will also continue to offer before school and after school tutoring three times a week as well as Title I tutoring which will be provided during Period 5 of every school day.

Changes Needed:

Yes

Goal Type:

Professional Development

Description:

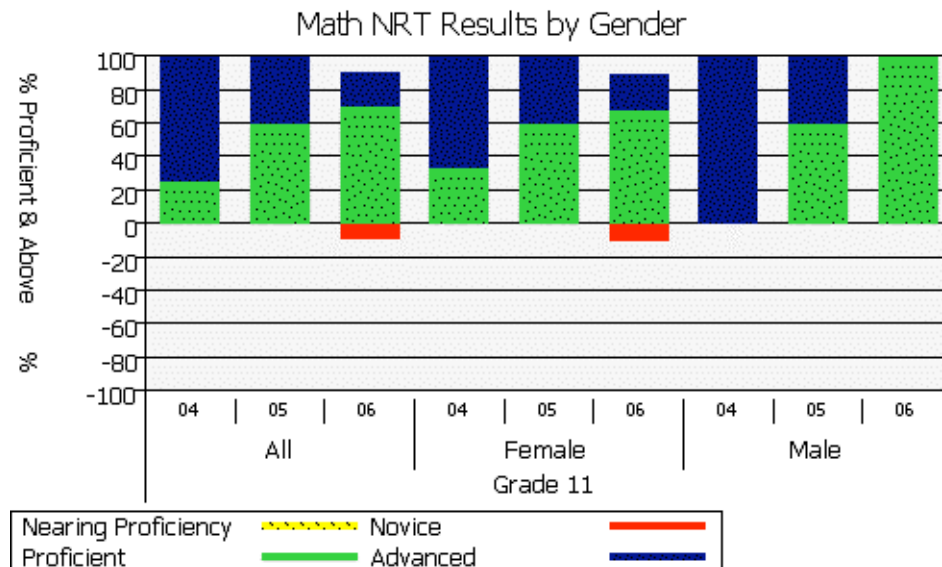
The district's principal professional development goal in mathematics is to provide differentiated instruction at all grade levels in the schools of the district.

The 2006 average testing results in mathematics for the district's fourth, eighth, and tenth grade students are as follows:

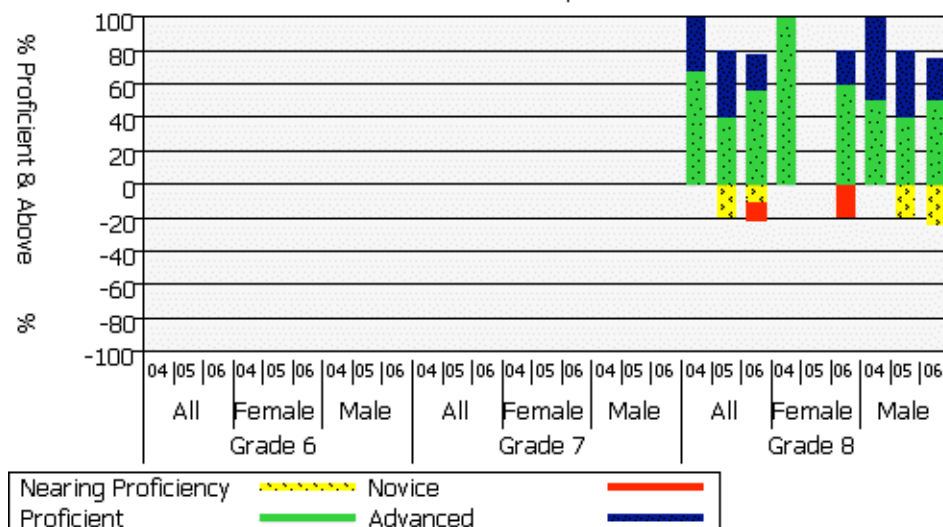
CRT: Fourth Grade: 100%
 Eighth Grade: 100%
 Tenth Grade: 100%
 NRT: Fourth Grade: 100%
 Eighth Grade: 75%
 Tenth Grade: 100%

The average percentages for the mathematics tests from 2003 through 2006 for the district's grades four, eight, and ten are as follows:

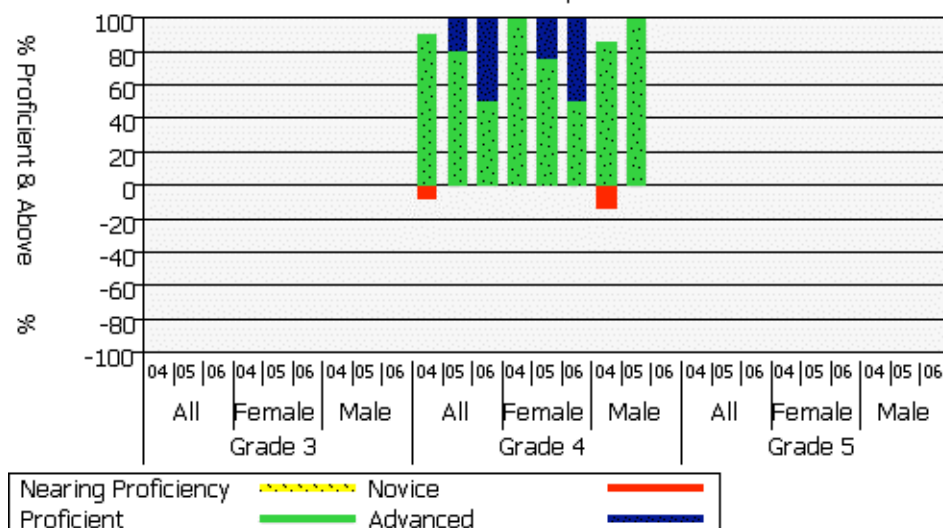
CRT: Fourth Grade: 83%
 Eighth Grade: 92%
 Tenth Grade: 83%
 District Average: 86%
 NRT: Fourth Grade: 98%
 Eighth Grade: 85%
 Tenth Grade: 95%
 District Average: 93%



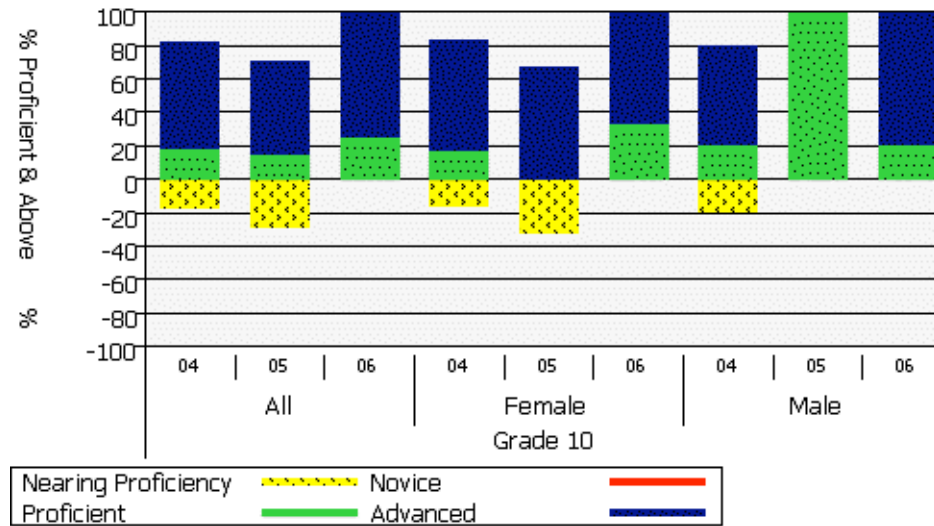
Math NRT Results by Gender



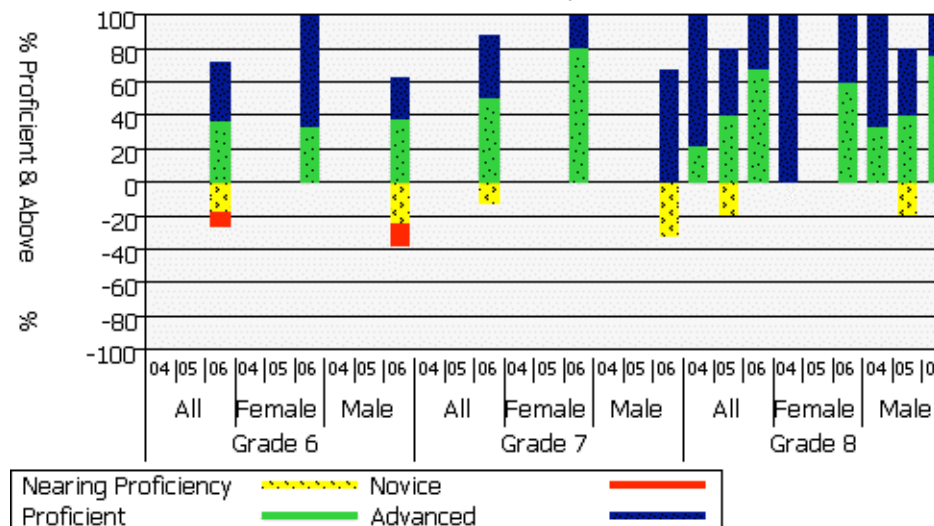
Math NRT Results by Gender



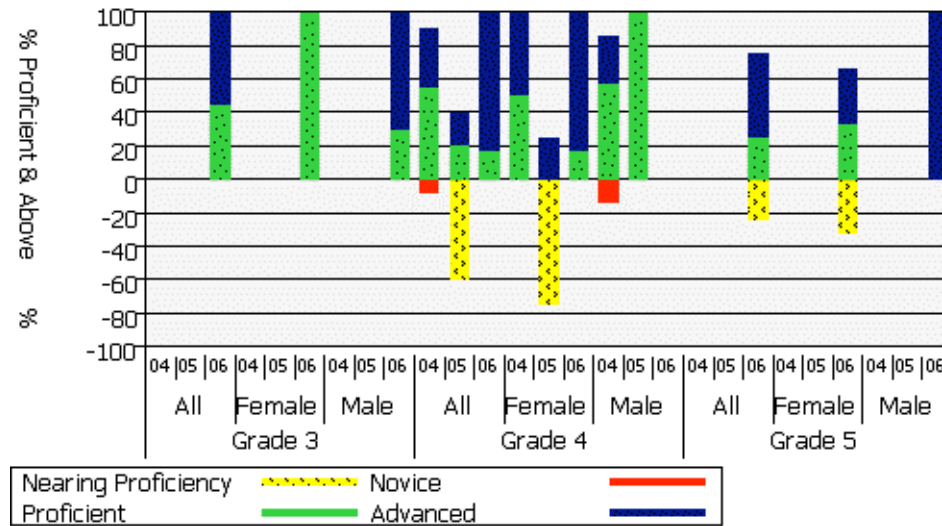
Math CRT Results by Gender



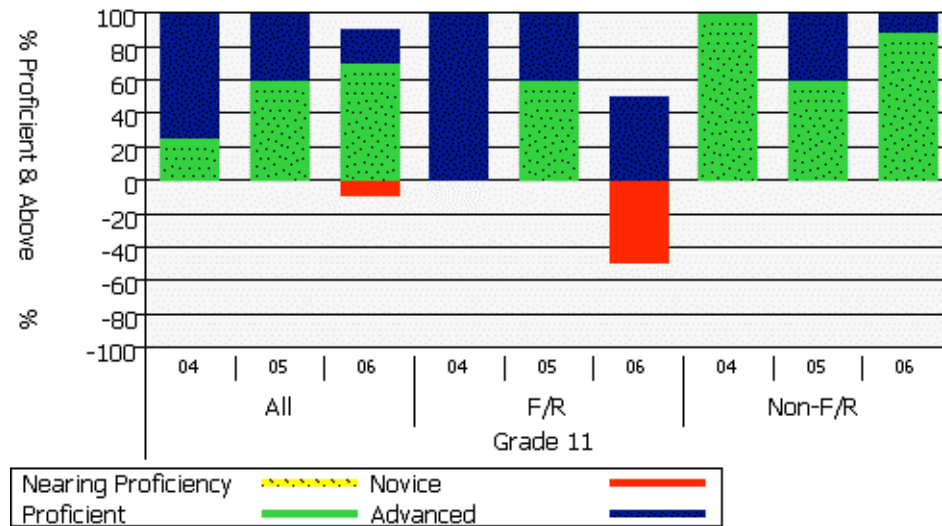
Math CRT Results by Gender



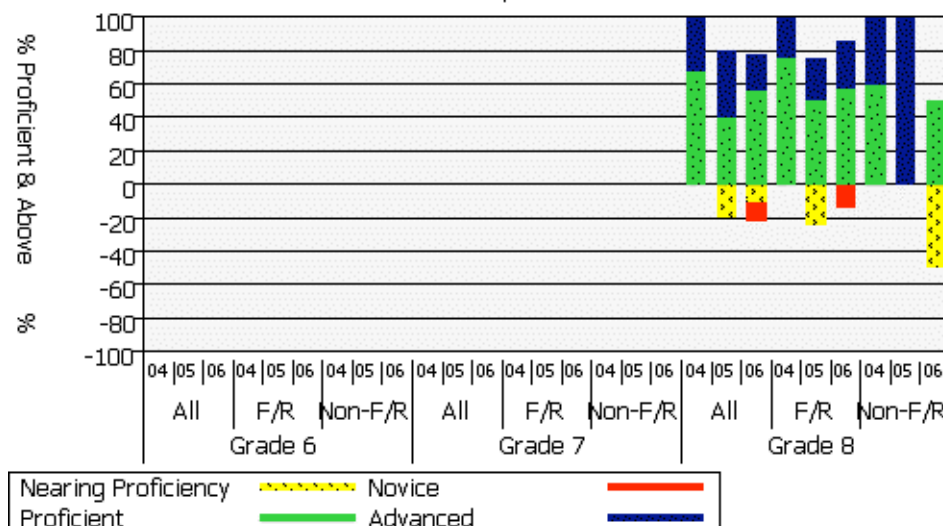
Math CRT Results by Gender



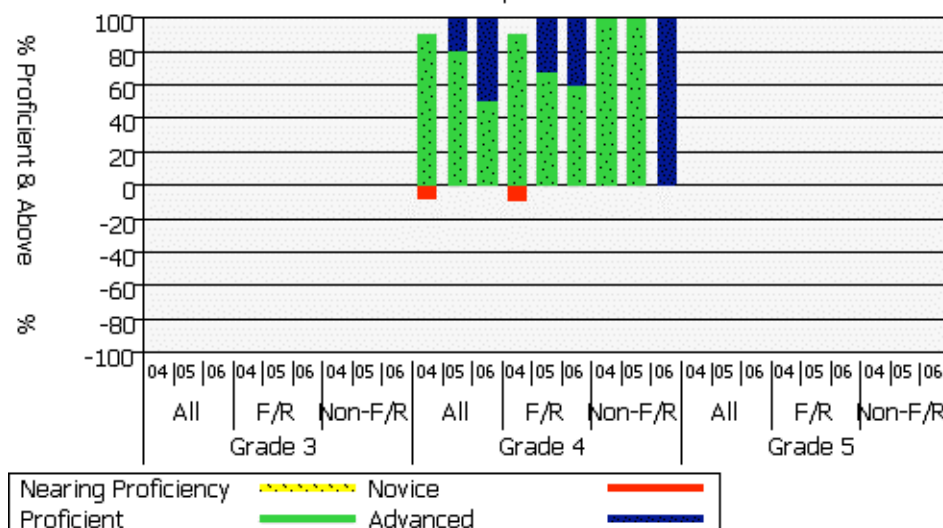
Math NRT Results by Economic Status



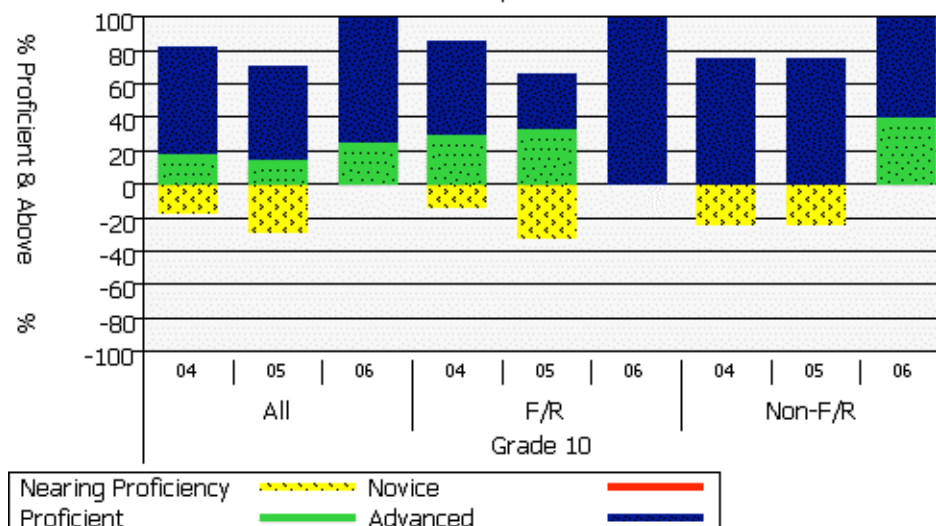
Math NRT Results by Economic Status



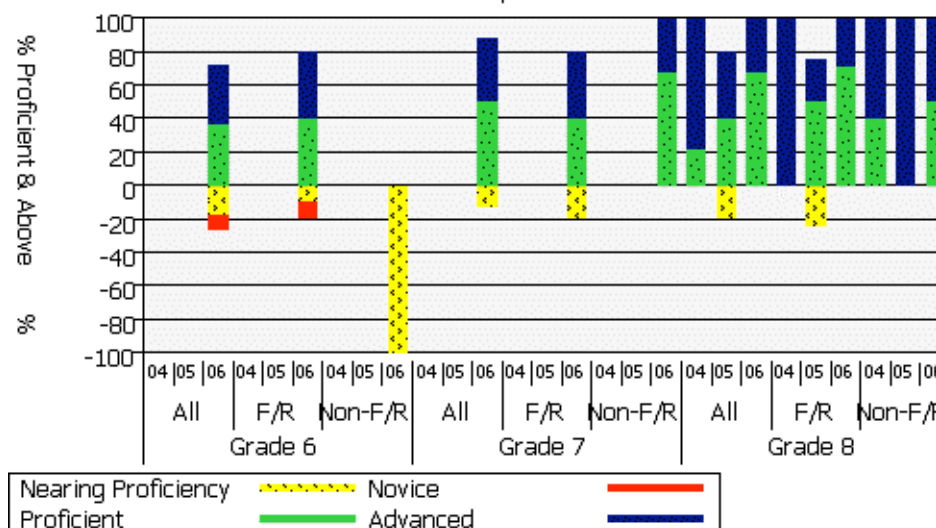
Math NRT Results by Economic Status

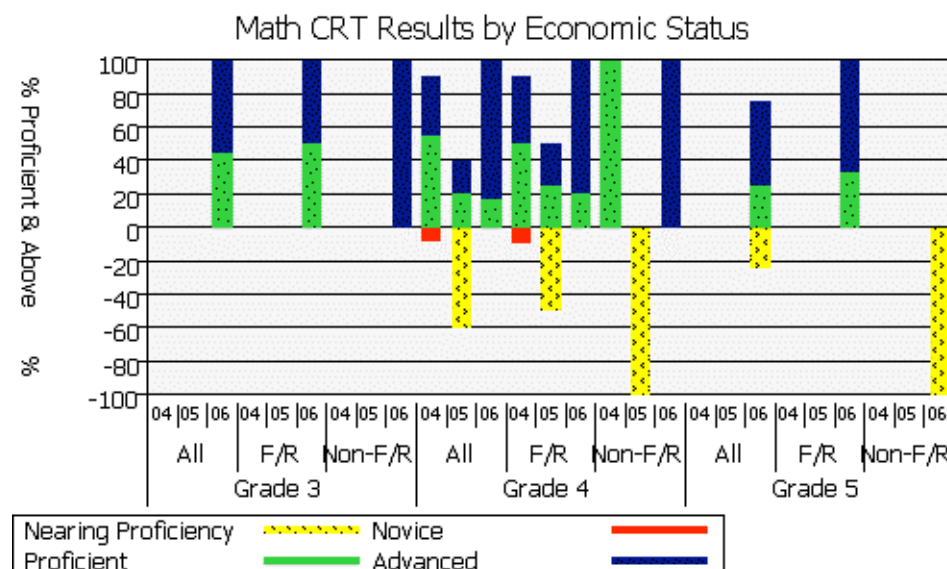


Math CRT Results by Economic Status



Math CRT Results by Economic Status





Analysis of the above data:

When analyzing the CRT data, it can be noted that there was an increase from 88% proficient/advanced to 91% from 2003 to 2004. In 2005, there was a significant decrease to 63% proficient/advanced, which was a result of only 40% of the fourth graders scoring proficient/advanced. This 40% is a skewed figure as there were only five students in the class; this was their initial year of participating in the CRT. It should be noted that as fifth graders, these students improved their percentage to 75% proficient/advanced. In 2006, 100% of the district's fourth, eighth, and tenth graders were proficient/advanced in the CRT mathematics section.

Considering the data for the NRT, there was an increase from 2003 to 2004 – 88% to 97% proficient/advanced. A decrease to 93% proficient/advanced occurred in 2005 as another slight decrease of 92% proficient/advanced occurred in 2006.

The following statistics were determined from examining the data from the CRT and NRT tests from 2003 through 2006:

Economic Status:

CRT: 2003: 83% of the free/reduced students were proficient/advanced
78% of the non-free/reduced students were proficient/advanced

2004: 94% of the free/reduced students were proficient/advanced
93% of the non-free/reduced students were proficient/advanced

2005: 64% of the free reduced students were proficient/advanced
59% of the non-free/reduced students were proficient/advanced

From 2003 to 2005, the average percentage for free/reduced students at the proficient/advanced levels of the CRT is 83% while 77% non-free/reduced students were proficient/advanced.

NRT: 2003: 76% of the free/reduced students were proficient/advanced

LE: 0000000000

SC: N/A

Goal Type:

Professional Development

Description:

The district's principal professional development goal in mathematics is to provide differentiated instruction at all grade levels in the schools of the district.

95% of the non-free/reduced students were proficient/advanced

2004: 97% of the free/reduced students were proficient/advanced

100% of the non-free/reduced students were proficient/advanced

2005: 93% of the free/reduced students were proficient/advanced

100% of the non-free/reduced students were proficient/advanced

From 2003 to 2005, the average percentage for free/reduced students at the proficient/advanced levels of the NRT is 89% while 98% non-free/reduced students were proficient/advanced.

Gender:

CRT: 2003: 93% of the females were proficient/advanced

100% of the males were proficient/advanced

2004: 94% of the females were proficient/advanced

89% of the males were proficient/advanced

2005: 46% of the females were proficient/advanced

93% of the males were proficient/advanced

From 2003 to 2005, the average percentage for females at the proficient/advanced levels of the CRT is 78% while 94% of the males were proficient/advanced.

NRT: 2003: 92% of the females were proficient/advanced

80% of the males were proficient/advanced

2004: 100% of the females were proficient/advanced

95% of the males were proficient/advanced

2005: 100% of the females were proficient/advanced

93% of the males were proficient/advanced

From 2003 to 2005, the average percentage for females at the proficient/advanced levels of the NRT is 97% while 89% of the males were proficient/advanced.

These percentages indicate that progress in both the CRT and the NRT mathematics tests is being attained with the district's existing curriculum programs.

After examining the performances of the school's students on the CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills, it was determined that the district would focus on the mastery skills of the Montana Mathematics Standards at the various grades of four, eight, and ten.

In addition, the MontCAS Prep Competency materials were utilized to in assessing students' competencies. The mathematics practice tests for CRT from the Montana Comprehensive Assessment System MontCAS, Phase 2 Criterion Referenced Test (CRT) Common Item Release were also used in order to help prepare students for forthcoming tests. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment/mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on these statistics, the goal for the district is to increase the performance on the mathematics section of the CRT from 86% to 87% proficient/advanced in 2007.

Course of Action:

Improvement Area: Professional Development

Timeframe: 1 - 2 Years

LE: 0000000000

SC: N/A

Goal Type:

Professional Development

Description:

The district's principal professional development goal in mathematics is to provide differentiated instruction at all grade levels in the schools of the district.

Steps:

To increase the percent of proficient/advanced students in mathematics at the district level, fifty percent of the district's staff members involved in teaching mathematics will attend workshops that support individualized education strategies provided by the Montana Small School Alliance Curriculum Consortium of which the district is a member.

Educators who attend these workshops will share the knowledge and information from these workshops with other staff members of the district's schools. In addition, the percentages of proficient and advanced scores from next year's CRT and NRT will be examined to determine if, indeed, the gained knowledge from these workshops were helpful.

A workshop that will be provided for all the district's professional staff and paraprofessionals will provide instruction in the use of the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom levels with those academic areas from the Montana Standards that are included on the MontCAS, Phase 2, Criterion Reference Test. By using this alignment/mapping process, the district's educators will be able to determine if their curriculum is properly aligned with the State's Standards and if a change is needed in the time frame when specific mathematical areas are presented to the students.

The district will continue to provide professional development aligned with the weak areas indicated on the CRT and the NRT, will provide any additional classroom resources that are needed, and will provide a variety of strategies to achieve the stated goals.

Changes Needed: Yes

Goal Type:

Professional Development

Description:

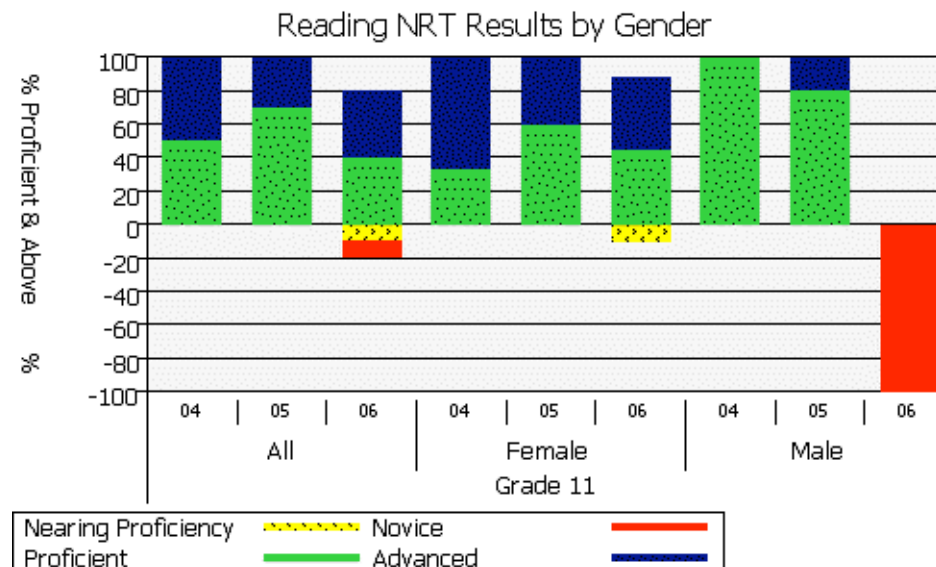
The district's principal professional development goal in reading is to provide differentiated instruction at all grade levels in the schools of the district.

The 2006 average testing results in reading for the district's fourth, eighth, and tenth grade students are as follows:

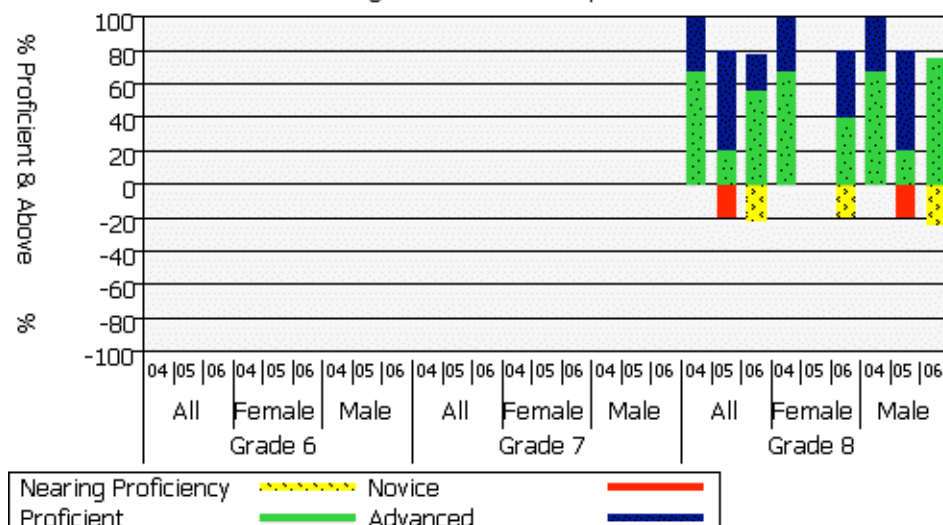
CRT: Fourth Grade: 100%
 Eighth Grade: 100%
 Tenth Grade: 100%
 NRT: Fourth Grade: 100%
 Eighth Grade: 75%
 Tenth Grade: 100%

The average percentages for the reading tests from 2003 through 2006 for grades four, eight, and ten are as follows:

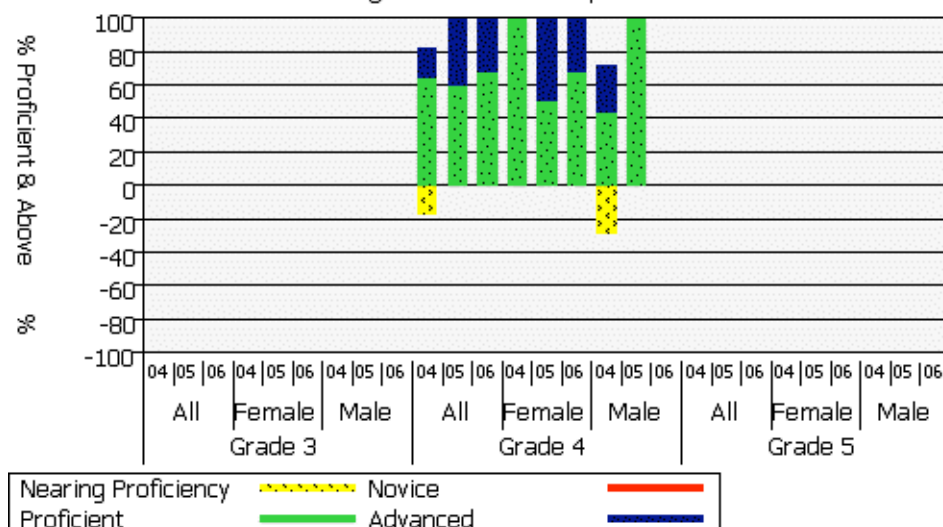
CRT: Fourth Grade: 88%
 Eighth Grade: 92%
 Tenth Grade: 86%
 District Average: 89%
 NRT: Fourth Grade: 87%
 Eighth Grade: 85%
 Tenth Grade: 93%
 District Average: 88%



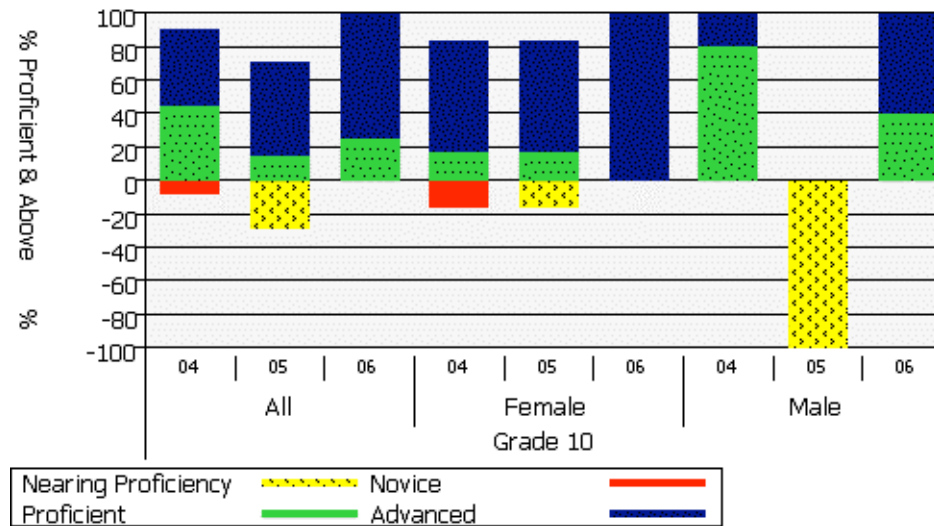
Reading NRT Results by Gender



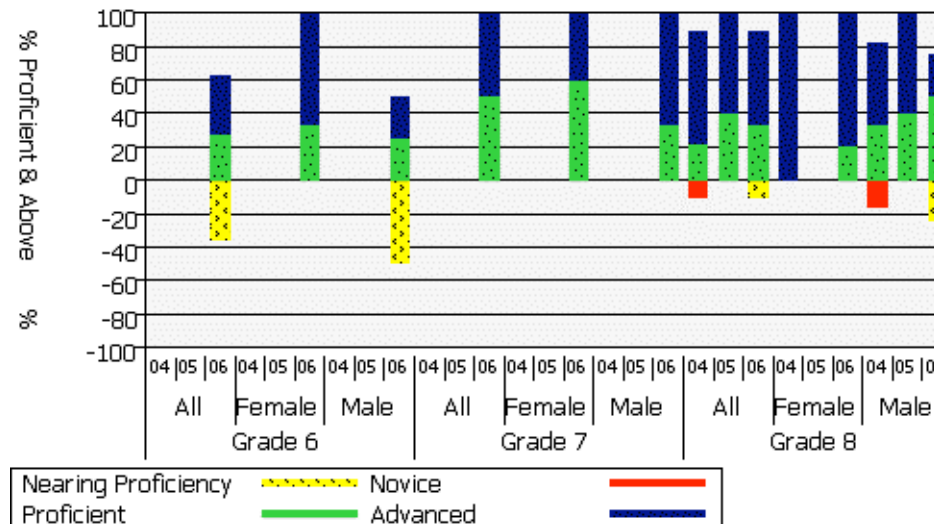
Reading NRT Results by Gender



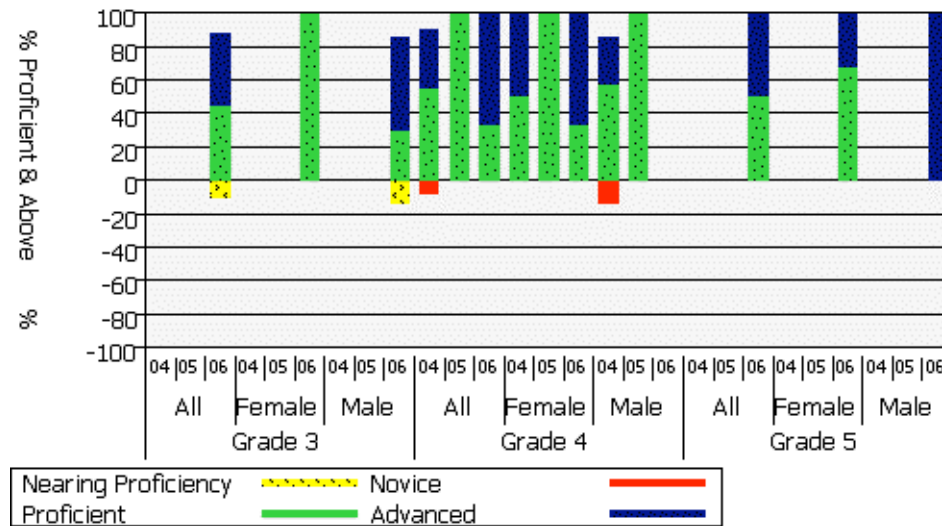
Reading CRT Results by Gender



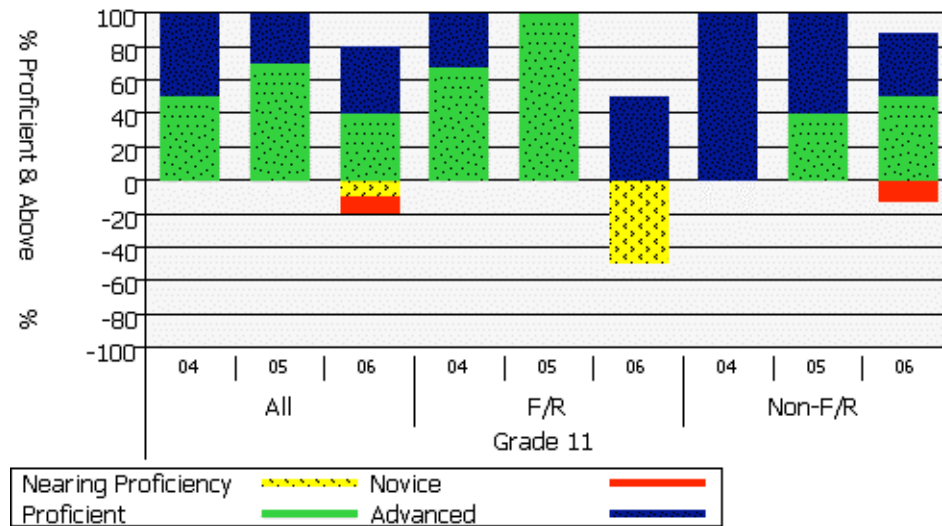
Reading CRT Results by Gender



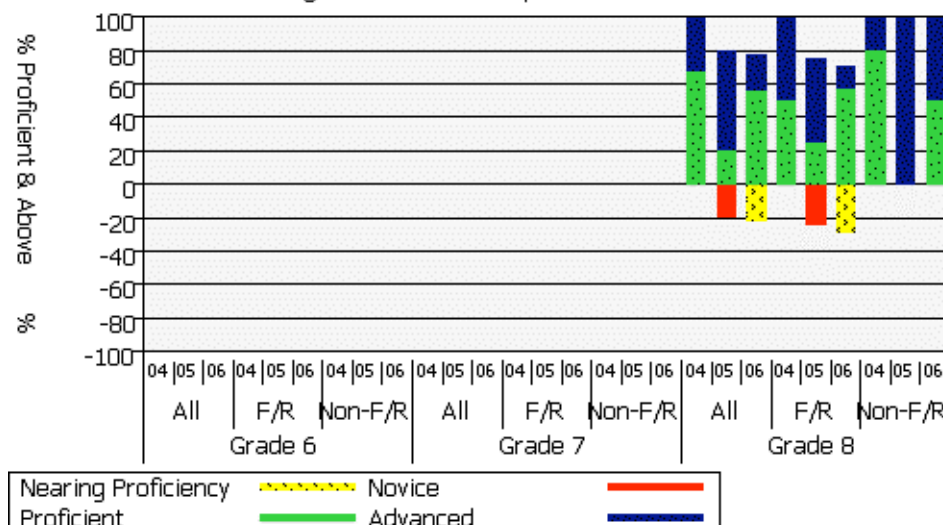
Reading CRT Results by Gender



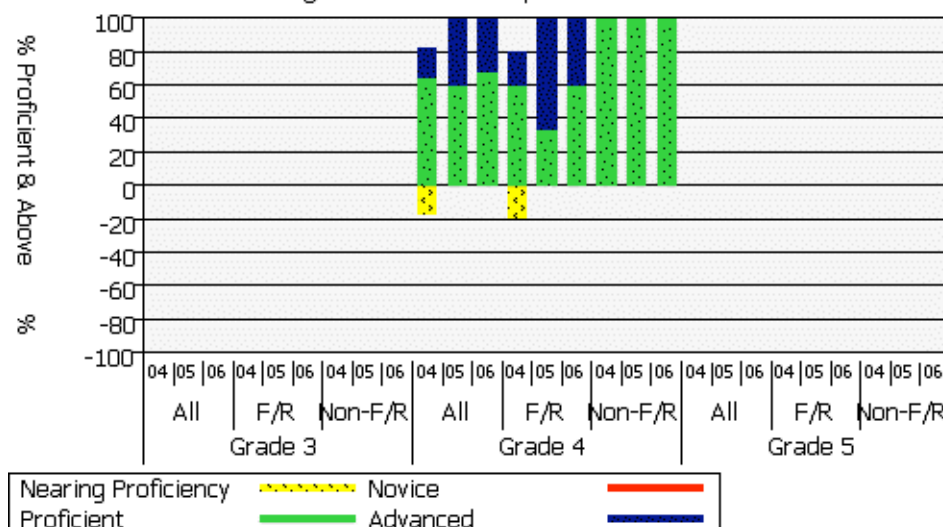
Reading NRT Results by Economic Status



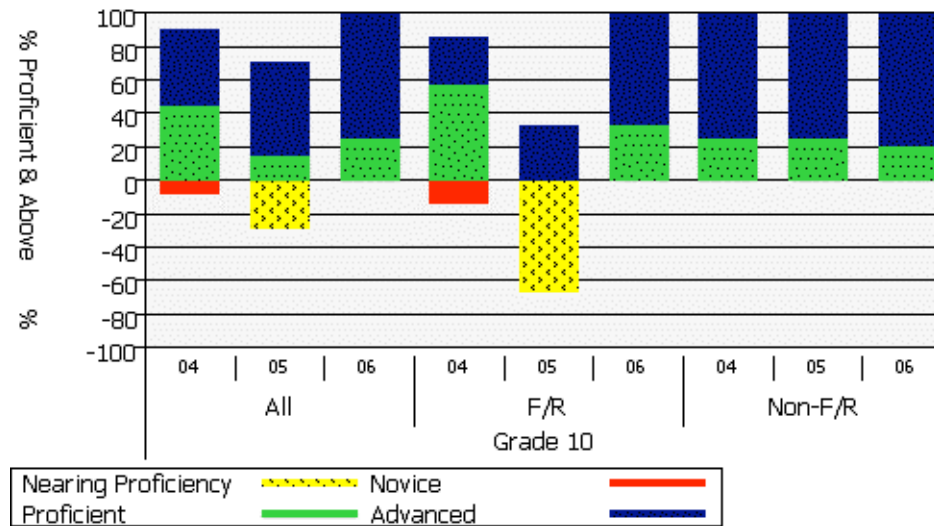
Reading NRT Results by Economic Status



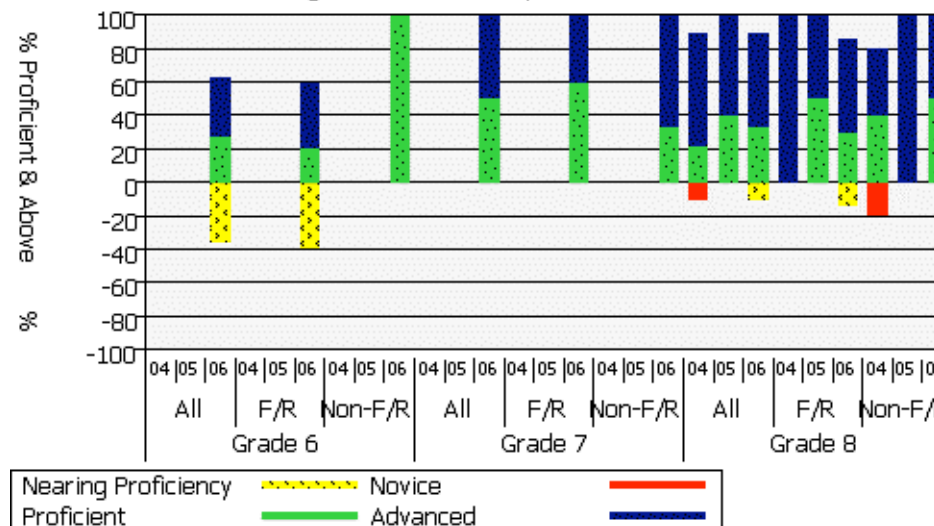
Reading NRT Results by Economic Status

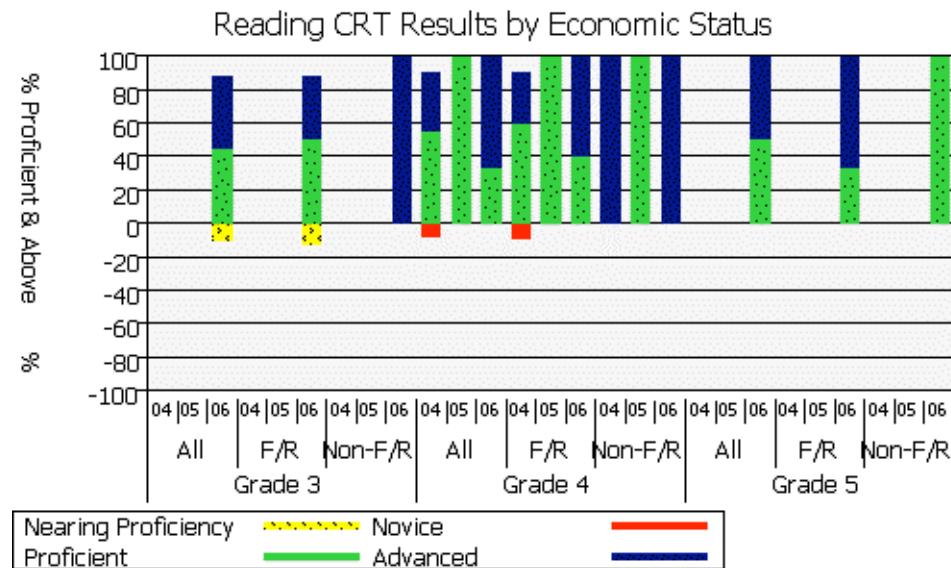


Reading CRT Results by Economic Status



Reading CRT Results by Economic Status





Analysis of the above data:

When analyzing the CRT data, there was an increase from 75% proficient/advanced to 94% from 2003 to 2004. In 2005, there was a decrease to 85% proficient/advanced, which did not meet the goal of 95%, while in 2006, 100% of the fourth, eighth, and tenth grade students were proficient/advanced in the CRT reading section of the test.

There was an increase from 75% proficient/advanced to 96% proficient/advanced between the 2003 and 2004 test results. In 2005, there was a slight decrease to 93% proficient/advanced. In 2006, another slight decrease occurred to 92% proficient/advanced.

The following statistics were determined from examining the data from the CRT and NRT tests from 2003 through 2006:

Economic Status:

- CRT: 2003: 83% of the free/reduced students were proficient/advanced
75% of the non-free/reduced students were proficient/advanced
- 2004: 94% of the free/reduced students were proficient/advanced
93% of the non-free/reduced students were proficient/advanced
- 2005: 79% of the free reduced students were proficient/advanced
100% of the non-free/reduced students were proficient/advanced

From 2003 to 2005, the average percentage for free/reduced students at the proficient/advanced levels of the CRT is 85% while 89% non-free/reduced students were proficient/advanced.

- NRT: 2003: 72% of the free/reduced students were proficient/advanced
83% of the non-free/reduced students were proficient/advanced
- 2004: 93% of the free/reduced students were proficient/advanced

LE: 0000000000 SC: N/A

Goal Type: Professional Development

Description: The district's principal professional development goal in reading is to provide differentiated instruction at all grade levels in the schools of the district.

100% of the non-free/reduced students were proficient/advanced

2005: 93% of the free/reduced students were proficient/advanced

100% of the non-free/reduced students were proficient/advanced

From 2003 to 2005, the average percentage for free/reduced students at the proficient/advanced levels of the NRT is 86% while 94% non-free/reduced students were proficient/advanced.

Gender:

CRT: 2003: 75% of the females were proficient/advanced

65% of the males were proficient/advanced

2004: 94% of the females were proficient/advanced

89% of the males were proficient/advanced

2005: 94% of the females were proficient/advanced

100% of the males were proficient/advanced

From 2003 to 2005, the average percentage for females at the proficient/advanced levels of the CRT is 88% while 85% of the males were proficient/advanced.

NRT: 2003: 78% of the females were proficient/advanced

73% of the males were proficient/advanced

2004: 100% of the females were proficient/advanced

89% of the males were proficient/advanced

2005: 100% of the females were proficient/advanced

93% of the males were proficient/advanced

From 2003 to 2005, the average percentage for females at the proficient/advanced levels of the NRT is 93% while 85% of the males were proficient/advanced.

Although there have been some years when the district's fourth, eighth, and tenth graders did not maintain proficient/advanced percentages above 74, most of the time, the district's students have performed very well on the CRT and NRT reading test.

Based on these figures, the goal for the district is to increase the reading comprehension performance on the CRT from 89% to 90% proficient/advanced in 2007.

Course of Action:

Improvement Area: Professional Development

Timeframe: Less than one year

LE: 0000000000

SC: N/A

Goal Type:

Professional Development

Description:

The district's principal professional development goal in reading is to provide differentiated instruction at all grade levels in the schools of the district.

Steps:

To increase the percent of proficient/advanced students in reading at the district level, fifty percent of the district's staff members involved in teaching reading will attend workshops that support individualized education strategies presented by the Montana Small School Alliance Curriculum Consortium of which the district is a member. Staff members will continue to participate in similar workshops that they have attended in past years, such as the Montana State Reading Convention, which presents teacher best practices as well as scientifically researched teaching strategies and approaches. This workshop has proved to be very useful as evidenced by the students' increased proficient and advanced percentage on the CRT from 95% to 100% in 2006.

In addition, all the district's elementary educators and paraprofessionals will participate in Lexia workshops in order to become proficient in the management of this computerized reading program.

Another workshop that will be provided for all the district's professional staff and paraprofessionals will provide additional instruction in the use of the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom levels with those academic areas from the Montana Standards that are included on the MontCAS, Phase 2, Criterion Reference Test. By using this alignment/mapping process, the district's educators will be able to determine if a change is needed in the time frame when specific mathematic areas are presented to their students as well as determining if their curriculum is properly aligned with the State's Standards.

Basically, the district will continue to provide professional development aligned with the weak areas indicated on the CRT and NRT, will provide any additional classroom resources that are needed, and will provide a variety of strategies to achieve the stated goal.

Changes Needed:

Yes

LE: 0000000000 SC: N/A

Goal Type: Reading

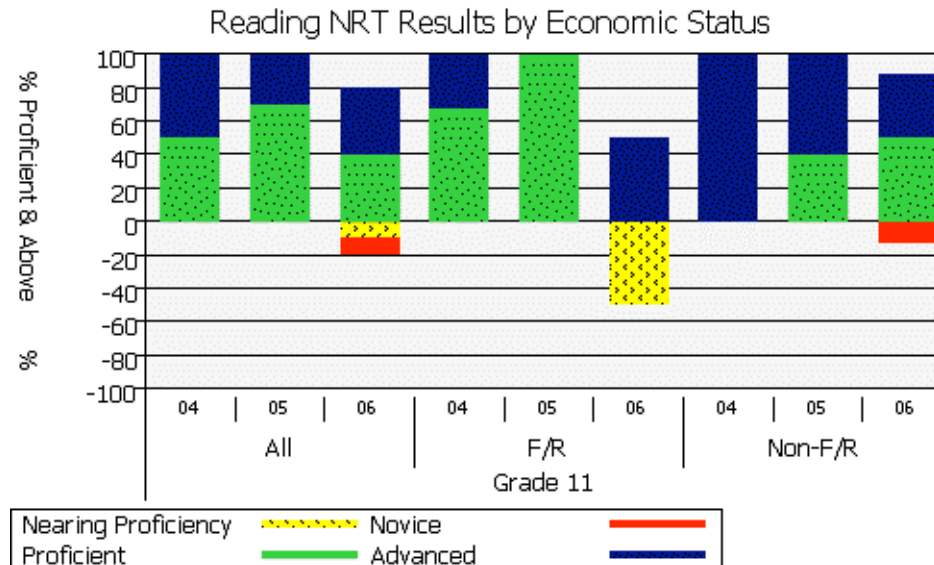
Description: The district's students in fourth, eighth, and tenth grades will increase their reading comprehensive percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 89% to 90% proficient/advanced in 2007.

The 2006 average testing results in reading for the district's fourth, eighth, and tenth grade students are as follows:

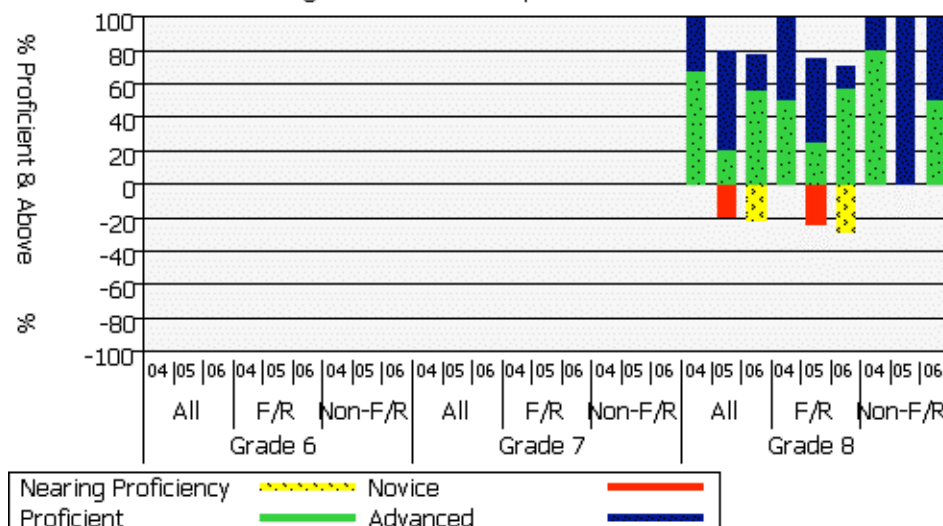
CRT: Fourth Grade: 100%
Eighth Grade: 100%
Tenth Grade: 100%
NRT: Fourth Grade: 100%
Eighth Grade: 75%
Tenth Grade: 100%

The average percentages for the reading tests from 2003 through 2006 for grades four, eight, and ten are as follows:

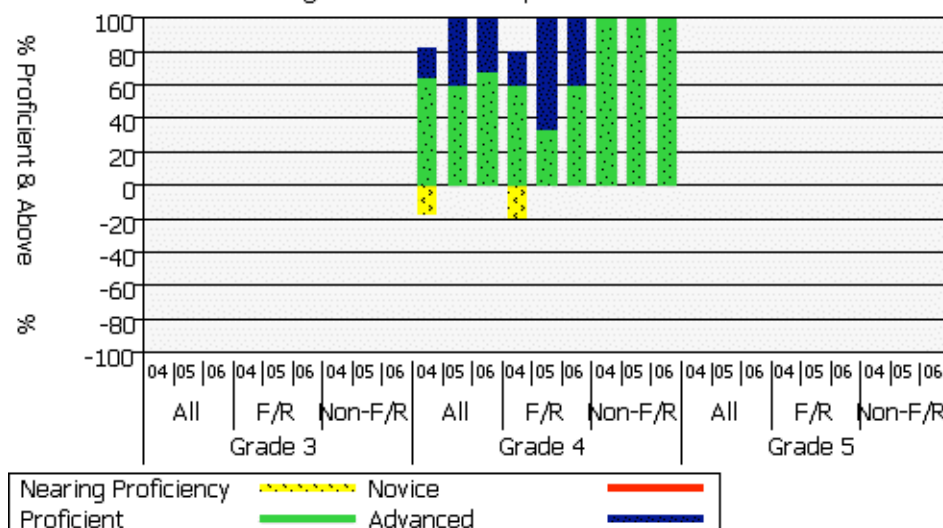
CRT: Fourth Grade: 88%
Eighth Grade: 92%
Tenth Grade: 86%
District Average: 89%
NRT: Fourth Grade: 87%
Eighth Grade: 85%
Tenth Grade: 93%
District Average: 88%



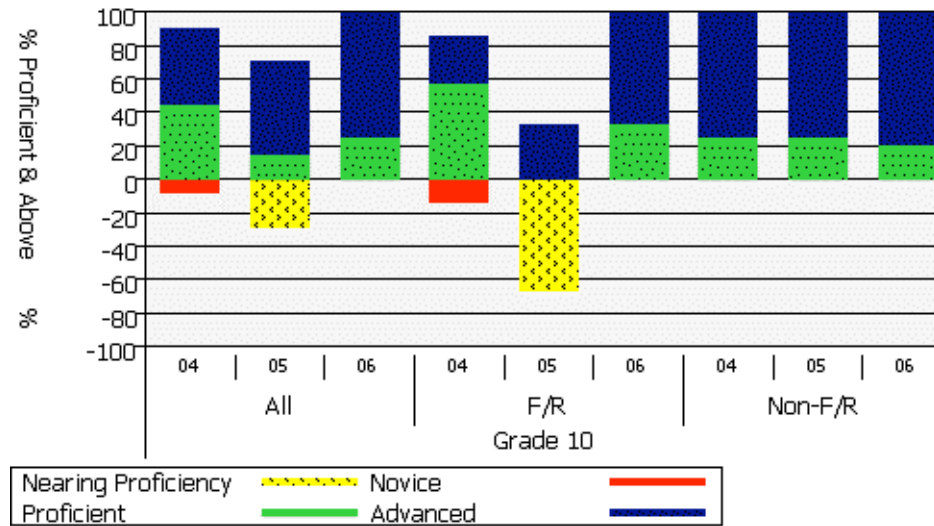
Reading NRT Results by Economic Status



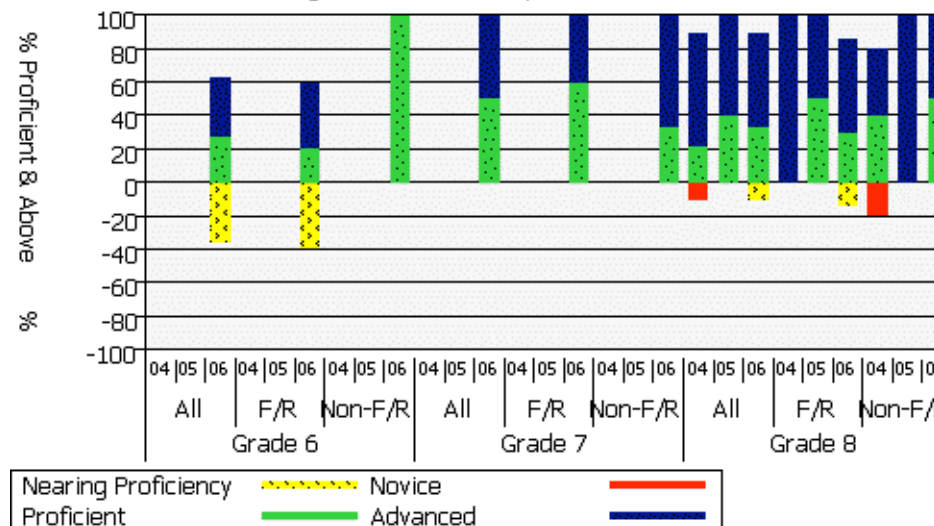
Reading NRT Results by Economic Status



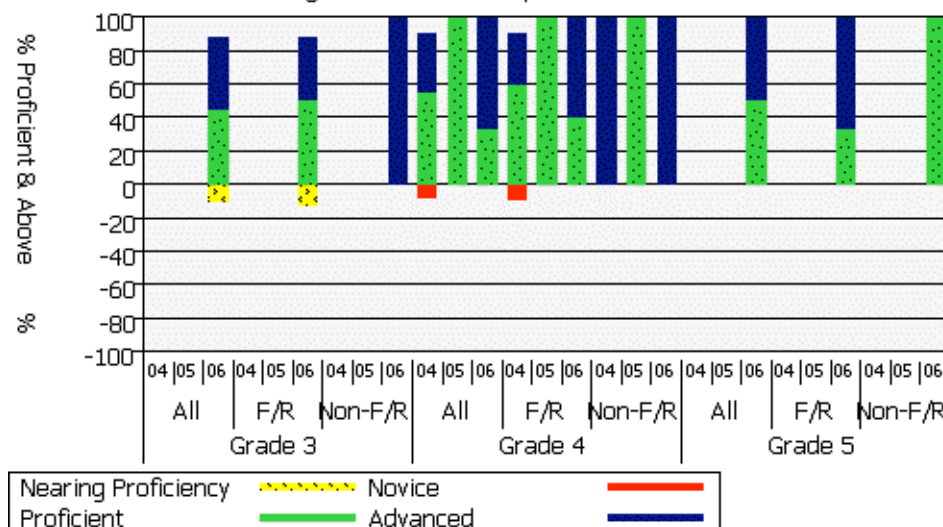
Reading CRT Results by Economic Status



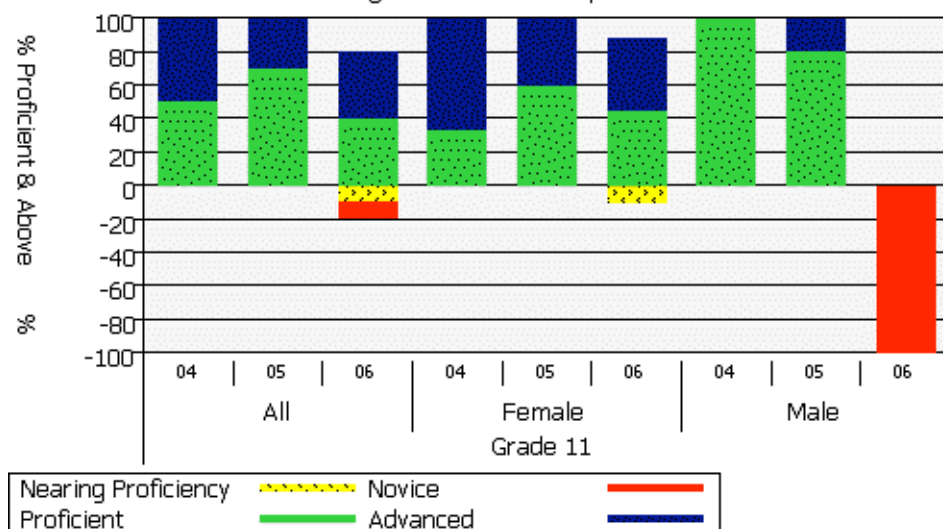
Reading CRT Results by Economic Status



Reading CRT Results by Economic Status



Reading NRT Results by Gender



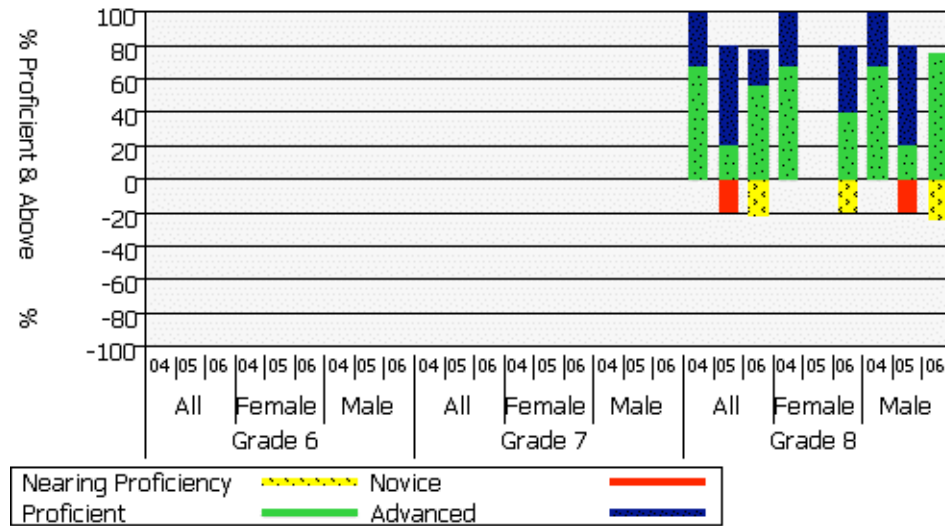
Goal Type:

Reading

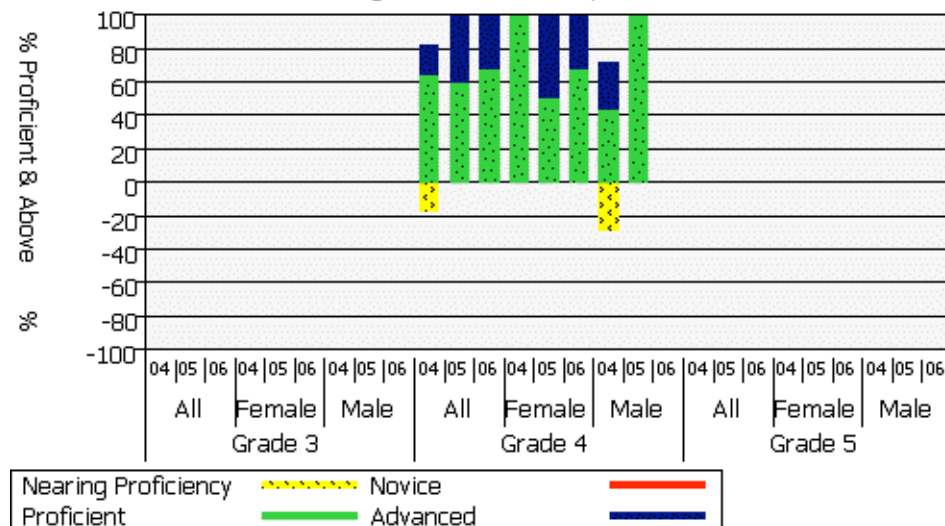
Description:

The district's students in fourth, eighth, and tenth grades will increase their reading comprehensive percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 89% to 90% proficient/advanced in 2007.

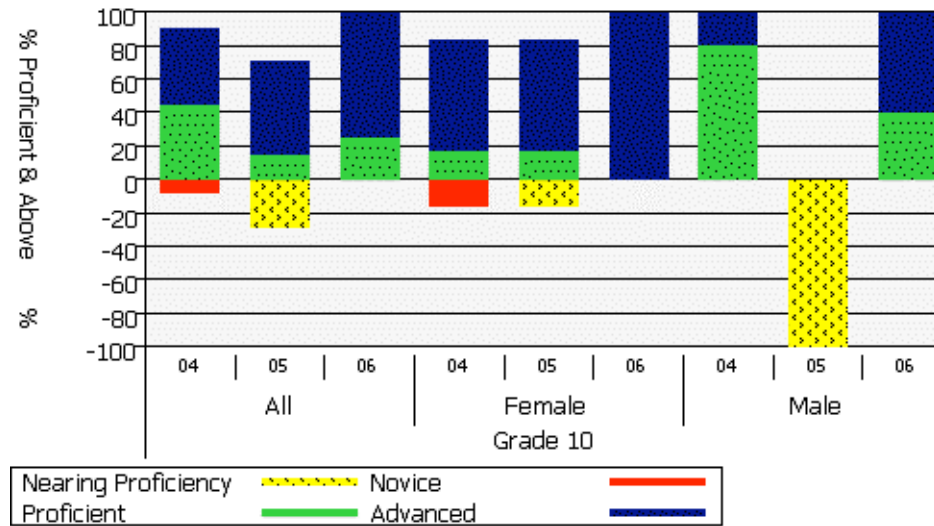
Reading NRT Results by Gender



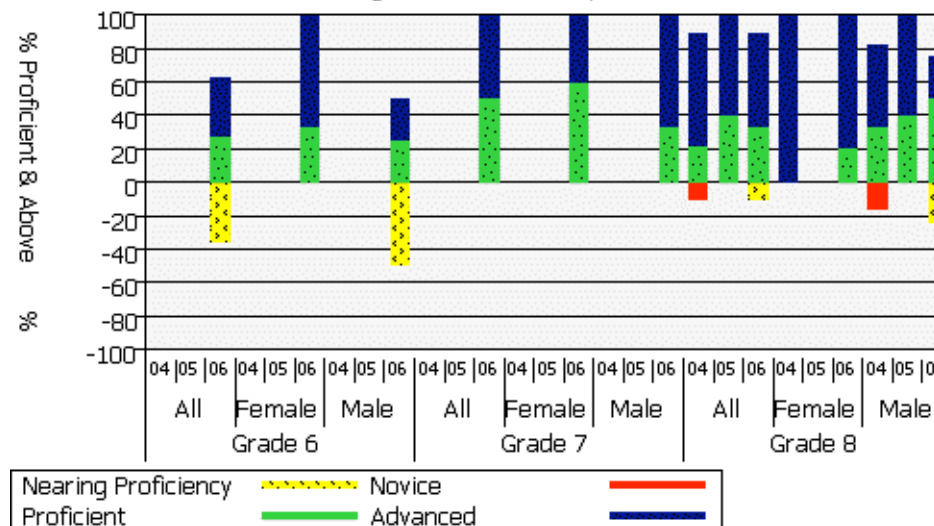
Reading NRT Results by Gender



Reading CRT Results by Gender



Reading CRT Results by Gender



LE: 0000000000

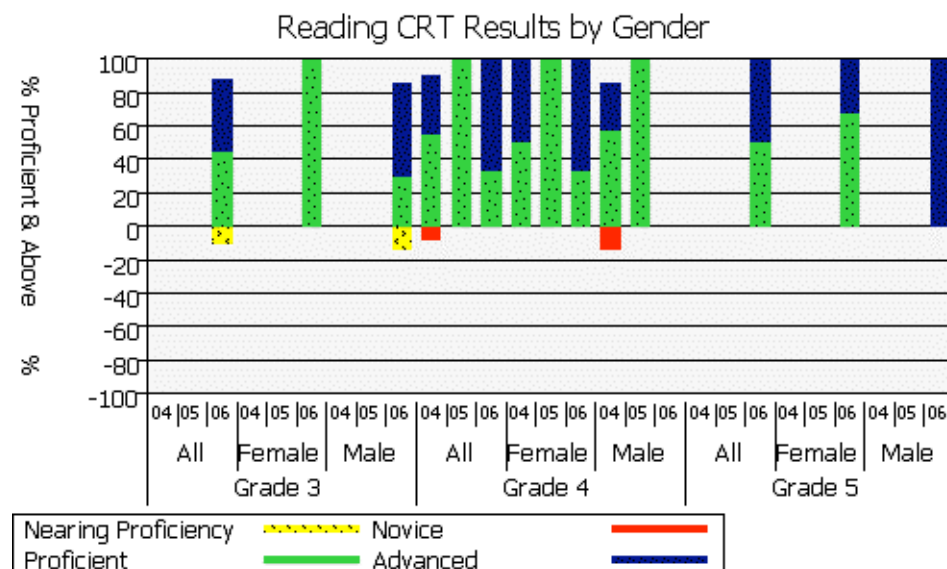
SC: N/A

Goal Type:

Reading

Description:

The district's students in fourth, eighth, and tenth grades will increase their reading comprehensive percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 89% to 90% proficient/advanced in 2007.

**Analysis of the above data:**

When analyzing the CRT data, there was an increase from 75% proficient/advanced to 94% from 2003 to 2004. In 2005, there was a decrease to 85% proficient/advanced while in 2006, 100% of the fourth, eighth, and tenth grade students were proficient/advanced in the CRT reading section of the test.

There was an increase from 75% proficient/advanced to 96% proficient/advanced between the 2003 and 2004 NRT test results. In 2005, there was a slight decrease to 93% proficient/advanced. In 2006, another slight decrease occurred to 92% proficient/advanced.

The following statistics were determined from examining the data from the CRT and NRT tests from 2003 through 2006:

Economic Status:

- CRT: 2003: 83% of the free/reduced students were proficient/advanced
 75% of the non-free/reduced students were proficient/advanced
 2004: 94% of the free/reduced students were proficient/advanced
 93% of the non-free/reduced students were proficient/advanced
 2005: 79% of the free reduced students were proficient/advanced
 100% of the non-free/reduced students were proficient/advanced

From 2003 to 2005, the average percentage for free/reduced students at the proficient/advanced levels of the CRT is 85% while 89% non-free/reduced students were proficient/advanced.

- NRT: 2003: 72% of the free/reduced students were proficient/advanced
 83% of the non-free/reduced students were proficient/advanced
 2004: 93% of the free/reduced students were proficient/advanced

LE: 0000000000 SC: N/A
Goal Type: Reading
Description: The district's students in fourth, eighth, and tenth grades will increase their reading comprehensive percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 89% to 90% proficient/advanced in 2007.

100% of the non-free/reduced students were proficient/advanced

2005: 93% of the free/reduced students were proficient/advanced

100% of the non-free/reduced students were proficient/advanced

From 2003 to 2005, the average percentage for free/reduced students at the proficient/advanced levels of the NRT is 86% while 94% non-free/reduced students were proficient/advanced.

Gender:

CRT: 2003: 75% of the females were proficient/advanced

65% of the males were proficient/advanced

2004: 94% of the females were proficient/advanced

89% of the males were proficient/advanced

2005: 94% of the females were proficient/advanced

100% of the males were proficient/advanced

From 2003 to 2005, the average percentage for females at the proficient/advanced levels of the CRT is 88% while 85% of the males were proficient/advanced.

NRT: 2003: 78% of the females were proficient/advanced

73% of the males were proficient/advanced

2004: 100% of the females were proficient/advanced

89% of the males were proficient/advanced

2005: 100% of the females were proficient/advanced

93% of the males were proficient/advanced

From 2003 to 2005, the average percentage for females at the proficient/advanced levels of the NRT is 93% while 85% of the males were proficient/advanced.

These percentages indicate that progress in both the CRT and the NRT reading tests is being attained with the district's existing curriculum programs.

After examining the performances of the school's students on the CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills, it was determined that the district would focus on the mastery skills of the Montana Reading Standards at the various grades of four, eight, and ten.

In addition, the MontCAS Prep Competency materials were utilized to in assessing students' competencies. The reading practice tests for CRT from the Montana Comprehensive Assessment System MontCAS, Phase 2 Criterion Referenced Test (CRT) Common Item Release were also used in order to help prepare students for forthcoming tests. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment/mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on the figures and the various assessment tools, the goal for the district is to increase the reading comprehension performance on the CRT from 89% to 90% proficient/advanced in 2007.

Course of Action:

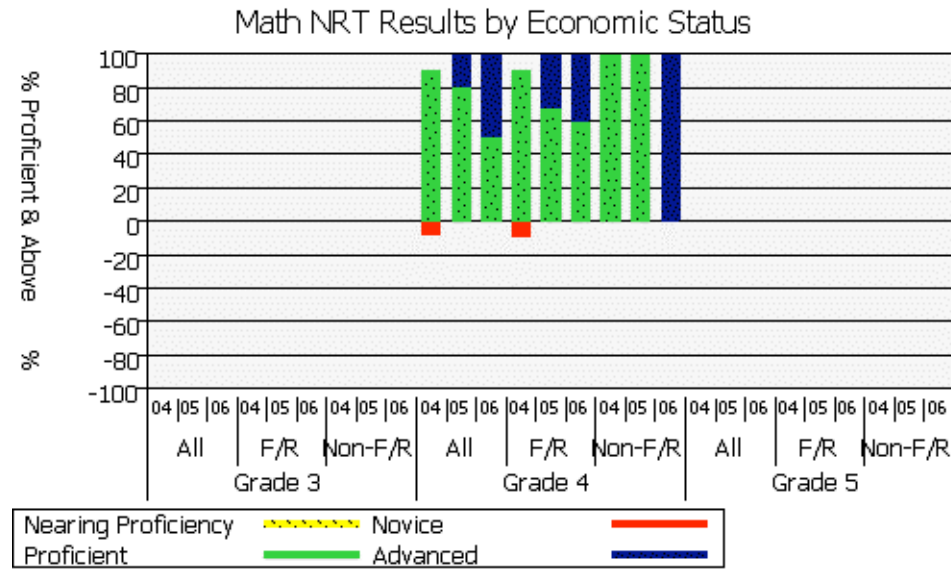
Improvement Area: Curriculum
Timeframe: 1 - 2 Years

LE: 0000000000	SC: N/A
Goal Type:	Reading
Description:	The district's students in fourth, eighth, and tenth grades will increase their reading comprehensive percentage on the MontCAS, Phase 2 Criterion Reference TEST (CRT) from 89% to 90% proficient/advanced in 2007.
Steps:	<p>The district's staff will continue to use the CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills to determine which mastery skills of the Montana Reading Standards for grades four, eight, and ten will be stressed.</p> <p>In addition, the MontCAS Prep Competency materials and the reading practice tests from the Montana Comprehensive Assessment System CRT Common Item Release will continue to be utilized to increase students' competencies on forthcoming tests. The professional staff will also continue to examine the Montana Surveys of Enabled Curriculum (MSEC).</p> <p>To increase the students' proficiencies in reading, differentiated instruction will continue to be utilized throughout the district's schools. Furthermore, the district will continue to maintain its existing reading programs at the various grade levels.</p> <p>The district will also continue to offer before school and after school tutoring three times a week as well as Title I tutoring which will be provided during Period 5 of every school day.</p>
Changes Needed:	Yes

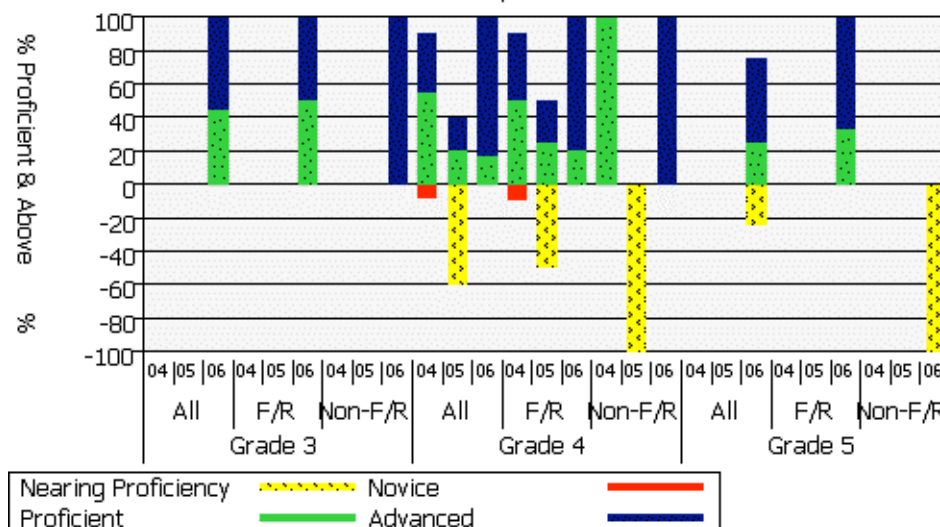
The 2006 testing results in mathematics for the school's fourth grade students are as follows:

CRT: 100% proficient/advanced

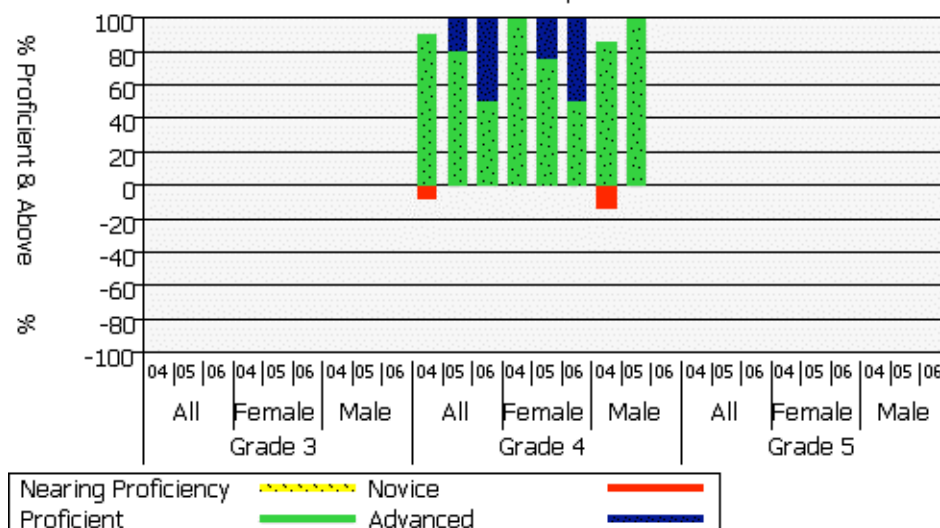
NRT: 100% proficient/advanced

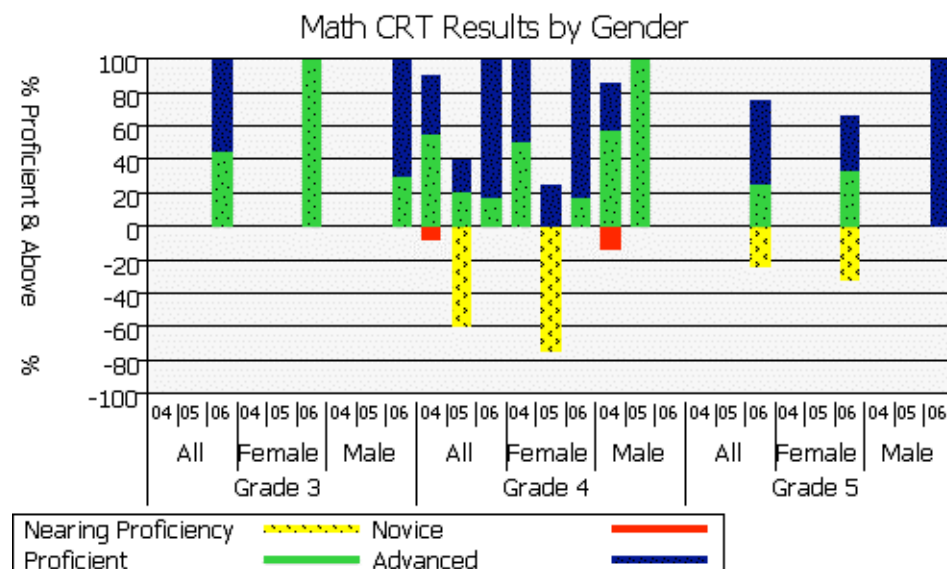


Math CRT Results by Economic Status



Math NRT Results by Gender





Analysis of the above data:

The performance of the fourth graders from the 2003 Iowa Test of Basic Skills (NRT) was used to establish a baseline; 100% of these students were proficient/advanced. The 2004 CRT results were 91% proficient/advanced, which did not meet the goal of maintaining 100%. Only 40% of the fourth graders in 2005 were proficient/advanced, which was a significant decline. This 40% percentage is a skewed figure as there were only five students in the class; this was their initial year of participating in the CRT. It should be noted that as fifth graders, these students improved their percentage to 75% proficient/advanced. In 2006, 100% of the district's fourth, eighth, and tenth graders were proficient/advanced in the CRT mathematics section.

In the 2003 NRT, fourth graders attained 100% proficient/advanced; in 2004, 91% were proficient/advanced, which did not meet the maintenance goal, but in 2005 and 2006, once again, 100% of fourth graders were proficient/advanced.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, of the eight students 100% of both of the free/reduced and non-free/reduced students achieved proficient/advanced; 2004, eleven students with one non-free/reduced student; 2005, five students with one non-free/reduced student, and 2006, six students with one non-free/reduced student. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based upon an evaluation of these statistics, the goal for the fourth grade students for 2007 is to maintain the proficient/advanced percentage of 100 on the mathematics

LE: 0000000000	SC: 0852
Goal Type:	Math
Description:	Fourth grade students in the school system will maintain their performance on the mathematics section of the MontCAS, Phase 2 Criterion Reference Test at 100% in 2007.

section of the CRT.

Course of Action:

Improvement Area:	Curriculum
Timeframe:	1 - 2 Years
Steps:	The CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills will continue to be examined to determine specific areas in which students need additional emphasis. The professional staff will also continue to examine the Montana Surveys of Enabled Curriculum (MSEC). After the perusal of this alignment/mapping assessment tool, the teachers will examine the time of the year when various mathematical areas will be presented as well as assess their curriculum alignment with State Standards. Following this comparison, certain mathematical areas may have to be presented earlier in the year in an effort to better prepare the fourth grade students for the CRT.

For the 2006 – 2007 school year, the school will focus on Montana Mathematic Standard Two: "Students demonstrate an understanding of and an ability to use numbers and operations."

To increase the percentage of proficient/advanced students at the fourth grade level, individual students' weak mathematical areas will be determined; a specific program for each student will be developed utilizing additional materials to assist each student to better master his/her weak areas. This program will be based not only upon the results of the CRT and the NRT but also on teacher observation and assessment, which are also critical in improving student achievement.

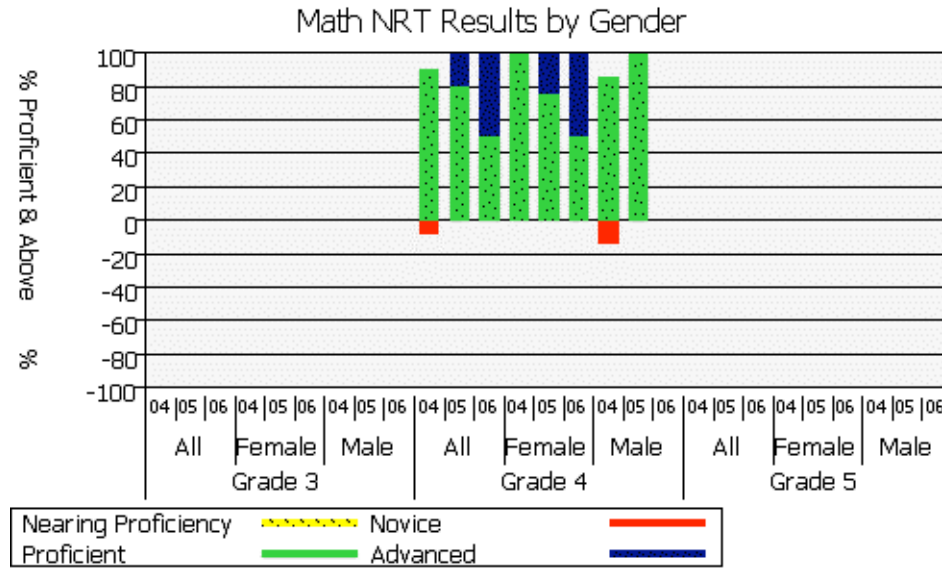
Furthermore, before school and after-school tutoring will continue to be offered three times a week as well as Title I tutoring which will be offered every school day.

Changes Needed:	Yes
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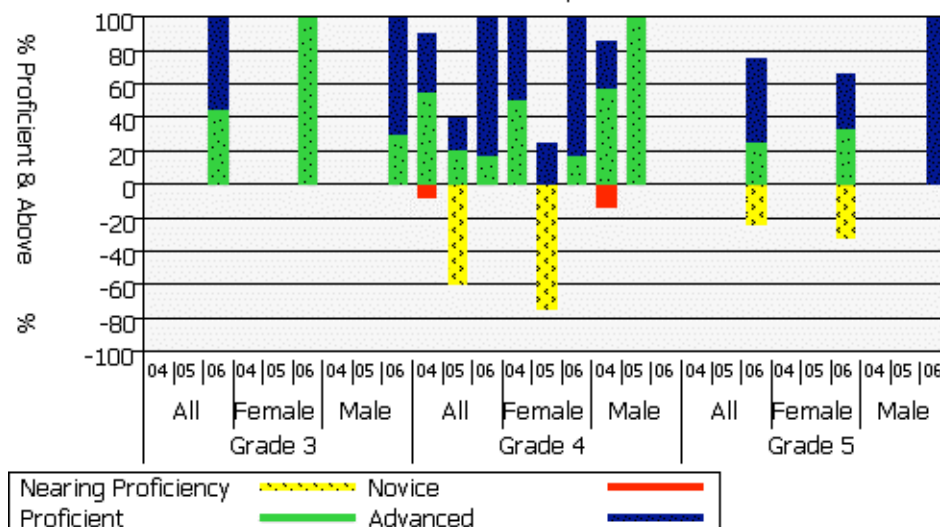
The 2006 testing results in mathematics for the school's fourth grade students are as follows:

CRT: 100% proficient/advanced

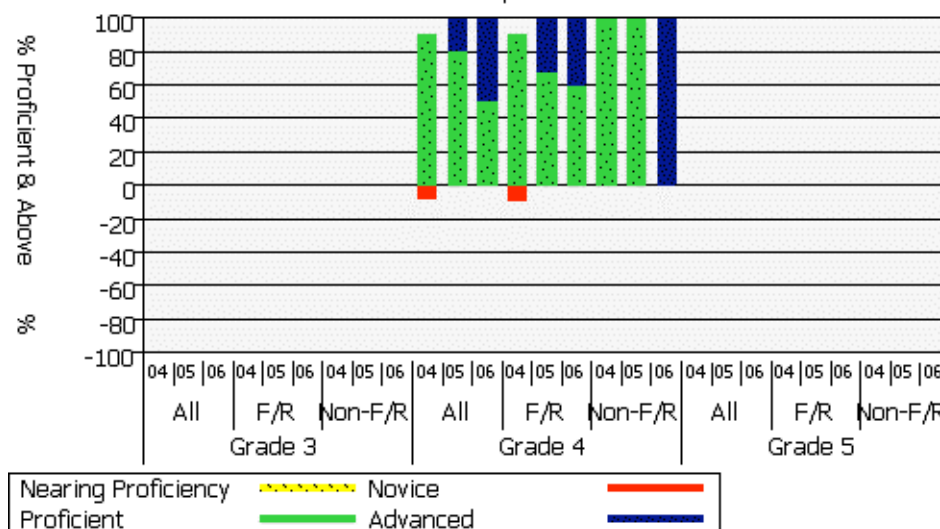
NRT: 100% proficient/advanced

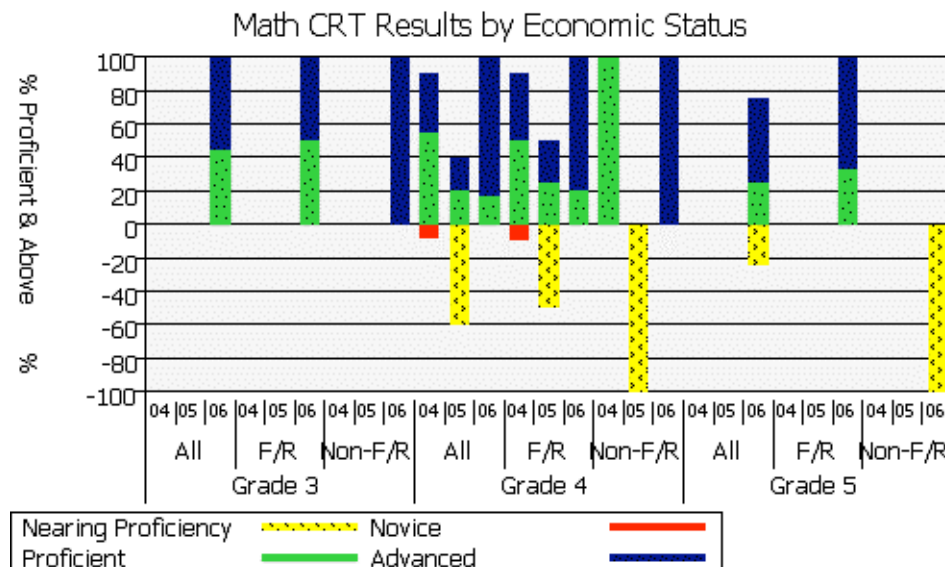


Math CRT Results by Gender



Math NRT Results by Economic Status





Analysis of the above data:

The performance of the fourth graders from the 2003 Iowa Test of Basic Skills (NRT) was used to establish a baseline; 100% of these students were proficient/advanced. The 2004 CRT results were 91% proficient/advanced, which did not meet the goal of maintaining 100%. Only 40% of the fourth graders in 2005 were proficient/advanced, which was a significant decline. Although only 40% of the fourth graders in 2005 were proficient/advanced, this is a skewed figure in that there were only five students in this class, and this was their initial year of participating in the CRT. It should be noted that 100% of these same students were proficient/advanced in the NRT. Furthermore, 75% of these students were proficient/advanced when they took the CRT as fifth graders. In 2006, 100% of the school's fourth graders scored at the proficient/advanced levels.

In the 2003 NRT, fourth graders attained 100% proficient/advanced; in 2004, 91% were proficient/advanced, which did not meet the maintenance goal, but in 2005 and 2006, once again, 100% of fourth graders were proficient/advanced.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, of the eight students 100% of both of the free/reduced and non-free/reduced students achieved proficient/advanced; 2004, eleven students with one non-free/reduced student; 2005, five students with one non-free/reduced student, and 2006, six students with one non-free/reduced student. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based upon an evaluation of these statistics, the goal for the fourth grade students for 2007 is to maintain the proficient/advanced percentage of 100.

LE: 0000000000

SC: 0852

Goal Type:

Professional Development

Description:

The school's principal mathematic professional goal is to provide differentiated instruction at the fourth grade level.

Course of Action:

Improvement Area: Professional Development

Timeframe: 1 - 2 Years

Steps: To increase the percent of proficient/advanced students at the school's fourth grade level, fifty percent of the school's staff members involved in teaching mathematics will attend workshops that support individualized education strategies in mathematics presented by the Montana Small School Alliance Curriculum Consortium of which the school's district is a member.

Educators who attend these workshops will share the knowledge and information from these workshops with other staff members of the school. In addition, the percentages of proficient and advanced scores from next year's CRT and NRT will be examined to determine if, indeed, the gained knowledge from these workshops were helpful.

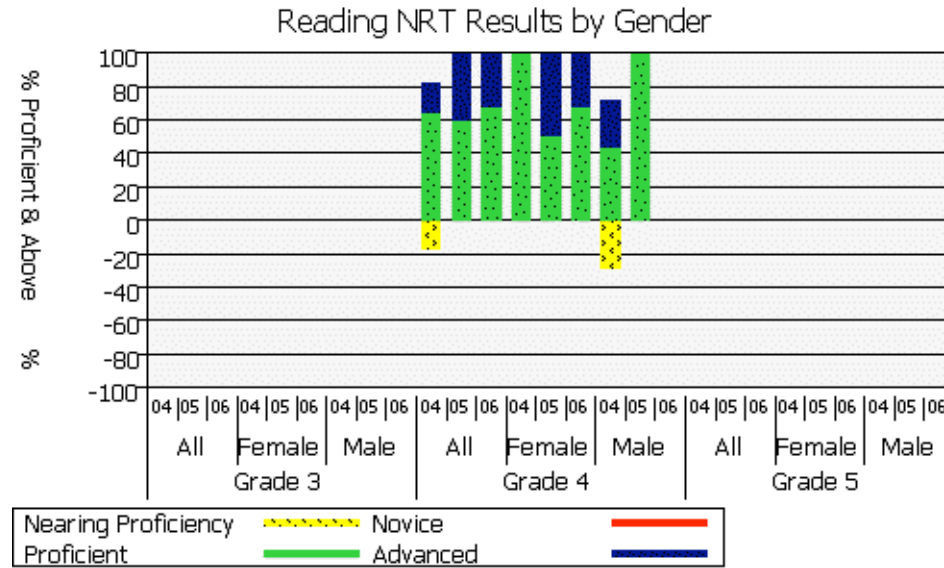
The school will continue to provide professional development aligned with the weak areas indicated on the CRT and NRT, will provide any additional classroom resources that are needed, and will provide a variety of strategies to achieve the stated goal. Some of these strategies will include using the number system by counting, grouping, and applying place value concepts; modeling, explaining, and using basic facts; adding and subtracting whole numbers and mental mathematics; using all four operations of whole numbers to estimate, compute, and determine whether results are accurate; and modeling and explaining part/whole relationships in everyday situations.

Changes Needed: Yes

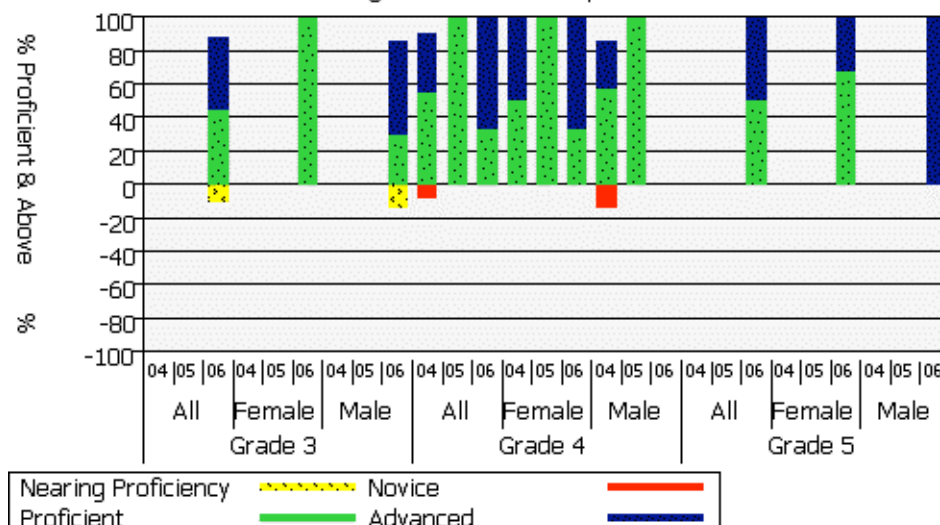
The 2006 testing results in reading for the school's fourth grade students are as follows:

CRT: 100% proficient/advanced

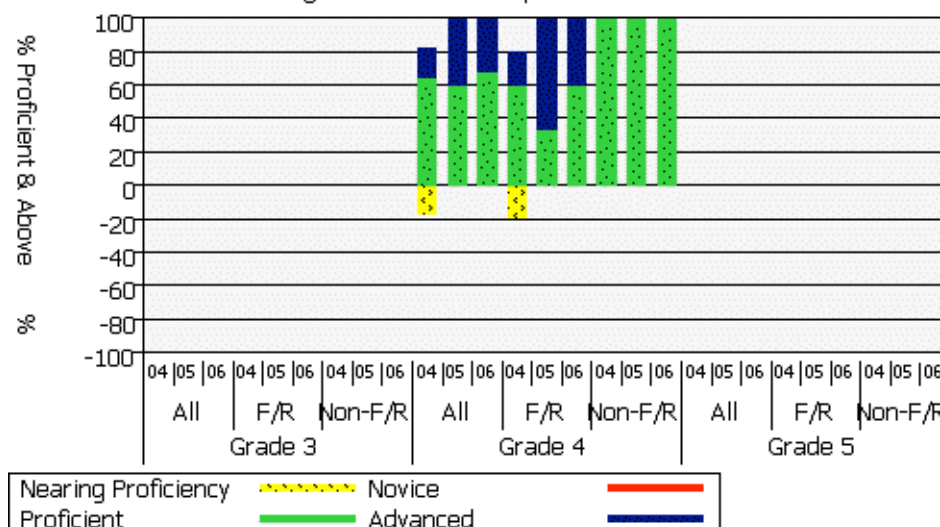
NRT: 100% proficient/advanced



Reading CRT Results by Gender



Reading NRT Results by Economic Status



LE: 000000000

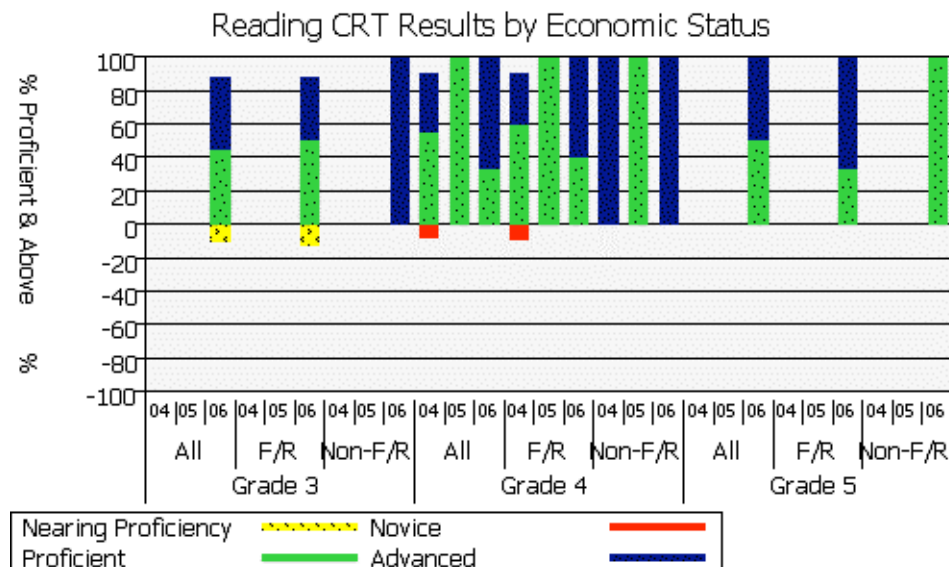
SC: 0852

Goal Type:

Professional Development

Description:

The school's principal professional goal in reading is to provide differentiated instruction at the fourth grade level.

**Analysis of the above data:**

A baseline was established using the performance of fourth graders in the Iowa Test of Basic Skills (NRT) for 2003; this baseline was 60% proficient/advanced; the 2004 CRT results were 91% proficient/advanced, which exceeded the goal. In 2005, 100% of the students were proficient/advanced, which again exceeded the goal of a 3% increase, and in 2006, once again 100% were proficient/advanced.

In the 2003 NRT, fourth graders attained 60% proficient/advanced; in 2004, 88% were at the proficient/advanced level while in 2005 and 2006, 100% were proficient/advanced. There has been a steady increase in the performance levels of the fourth grade students.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, of the eleven students 100% of both of the free/reduced and non-free/reduced students achieved proficient/advanced; 2004, five students with one non-free/reduced student; 2005, six students with one non-free/reduced student, and 2006, six students with one non-free/reduced student. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Based on these data figures, the goal for the school's fourth grade students for 2007 is to maintain the 100% in the proficient/advanced levels.

Course of Action:**Improvement Area:** Professional Development**Timeframe:** 1 - 2 Years

LE: 0000000000

SC: 0852

Goal Type:

Professional Development

Description:

The school's principal professional goal in reading is to provide differentiated instruction at the fourth grade level.

Steps:

To increase the percent of proficient/advanced students at the school's fourth grade level, fifty percent of the school's staff members involved in teaching reading will attend workshops that support individualized education strategies presented by the Montana Small School Alliance Curriculum Consortium of which the district is a member. Staff members will continue to participate in similar workshops that they have attended in past years, such as the Montana State Reading Convention, which presents teacher best practices as well as scientifically researched teaching strategies and approaches. In addition, all the school's elementary educators and paraprofessionals will participate in Lexia workshops in order to become proficient in the management of this computerized reading program. This workshop proved to be very useful as evidenced by the students maintaining one hundred percent proficient and advanced on the CRT and the NRT in 2006.

Basically, the school will continue to provide professional development aligned with the weak areas indicated on the CRT and NRT, provide any additional classroom resources that are needed, and provide a variety of strategies to achieve the stated goal. Some of these strategies include identifying and applying reading strategies, consisting of decoding words, self-correcting, and rereading to comprehend; developing and increasing vocabulary through the use of context clues, analysis of words parts, auditory clues and reference sources to understand reading materials; adjusting fluency, rate, and style of reading to the purpose of the material; identifying literary devices, and demonstrating an understanding of such literary elements as plot, character, setting, problem, and solution.

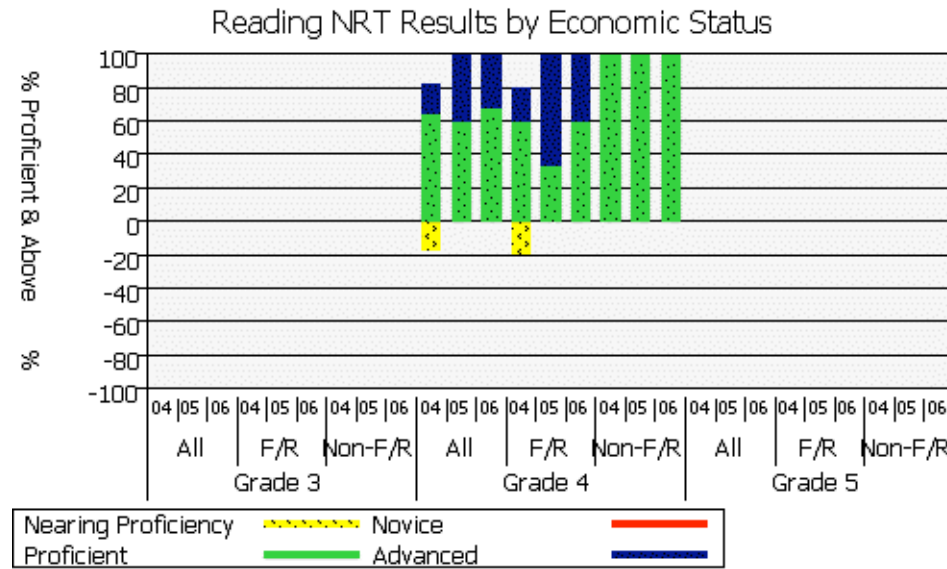
Changes Needed:

Yes

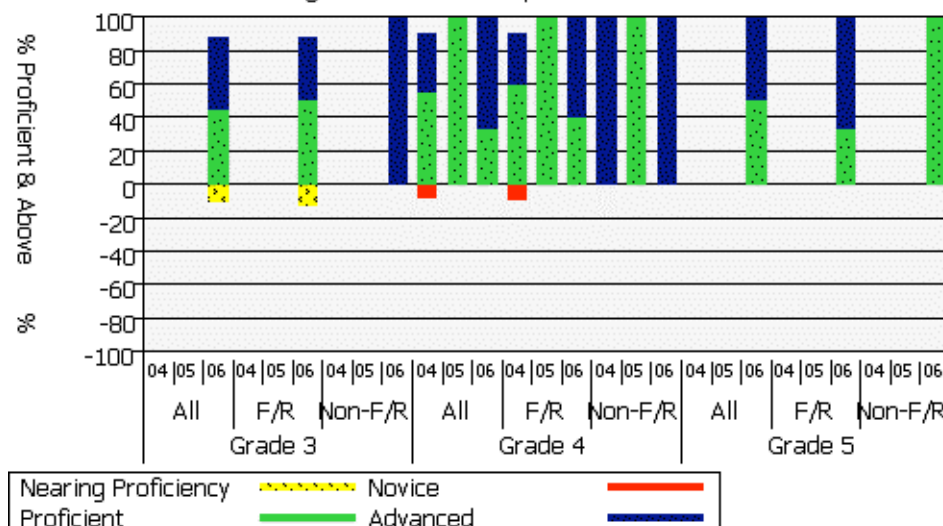
The 2006 testing results in reading for the school's fourth grade students are as follows:

CRT: 100% proficient/advanced

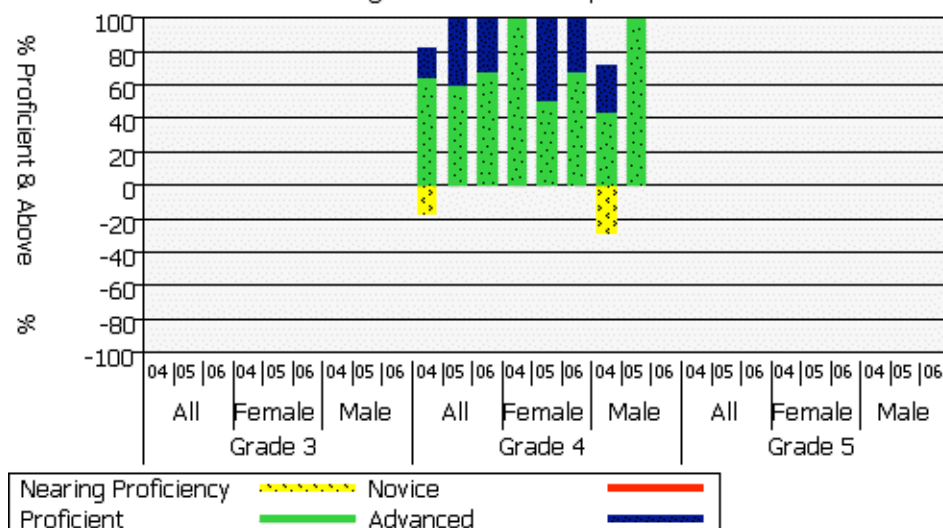
NRT: 100% proficient/advanced

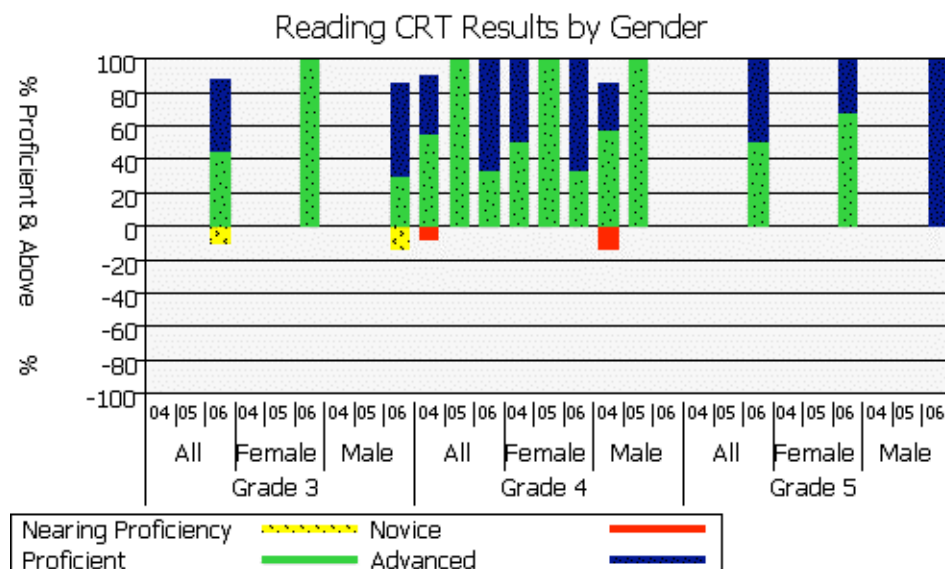


Reading CRT Results by Economic Status



Reading NRT Results by Gender





Analysis of the above data:

A baseline was established using the performance of fourth graders from the Iowa Test of Basic Skills (NRT) for 2003; this baseline was 60% proficient/advanced; the 2004 CRT results were 91% proficient/advanced, which exceeded the goal. In 2005, 100% of the students were proficient/advanced, which again exceeded the goal of a 3% increase, and in 2006, once again 100% were proficient/advanced.

In the 2003 NRT, fourth graders attained 60% proficient/advanced; in 2004, 88% were at the proficient/advanced level while in 2005 and 2006, 100% were proficient/advanced. There has been a steady increase in the performance levels of the fourth grade students.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, of the eight students 100% of both of the free/reduced and non-free/reduced students achieved proficient/advanced; 2004, eleven students with one non-free/reduced student; 2005, five students with one non-free/reduced student, and 2006, six students with one non-free/reduced student. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on the data figures and assessments, the goal for the school's fourth grade students for 2007 is to maintain the 100% in the proficient/advanced levels on the reading section of the CRT.

LE: 0000000000 SC: 0852

Goal Type: Reading

Description: Fourth grade students in the school system will maintain the one hundred percent proficient/advanced performance level on the MontCAS, Phase 2 Criterion Reference Test (CRT) for 2007.

Course of Action:

Improvement Area: Curriculum

Timeframe: 1 - 2 Years

Steps: The CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills will continue to be examined to determine specific areas in which students needed additional emphasis. The professional staff will also continue to examine the Montana Surveys of Enabled Curriculum (MSEC).

For the 2007 school year, the school will focus on Montana Reading/Literature Standard Two: "Students apply a range of skills and strategies to read. They recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works." Some of the skills and strategies that will be stressed include decoding and applying a variety of strategies when reading literature and content material; using context to comprehend meaning; adjusting the reading rate; developing vocabulary through the use of context clues, and analyzing of words parts, auditory clues, and reference sources.

To maintain the students' proficiencies in this academic area, one hundred percent of the students will complete the fourth grade level of the Lexia computerized program, which includes phonetic awareness, word usage, comprehension skills, decoding skills, self-correcting, word parts, and vocabulary development. Furthermore, the fourth grade students will continue to participate in the Accelerated Reading Program as well as the Houghton Mifflin Reading series to strengthen their reading abilities.

In addition, the MontCAS Prep Reading Competency Grade 3 – 4 will be utilized to increase students' reading competencies. The reading practice tests for CRT from the Montana Comprehensive Assessment System MontCAS, Phase 2 Criterion Referenced Test (CRT) Common Item Release will also be used to help prepare students for the forthcoming tests.

Before school and after school will continue to be offered three times a week as well as Title I tutoring which will be offered every school day.

Improvement Area: Professional Development

Timeframe: 1 - 2 Years

Steps: All educators in the school system will participate in Lexia workshops in order to become more proficient in the management of this computerized reading program. In addition, fifty percent of the elementary school's educators and paraprofessionals will attend workshops stressing decoding, context clues, and vocabulary development techniques provided by the Montana Small School Alliance Curriculum Consortium of which the district is a member.

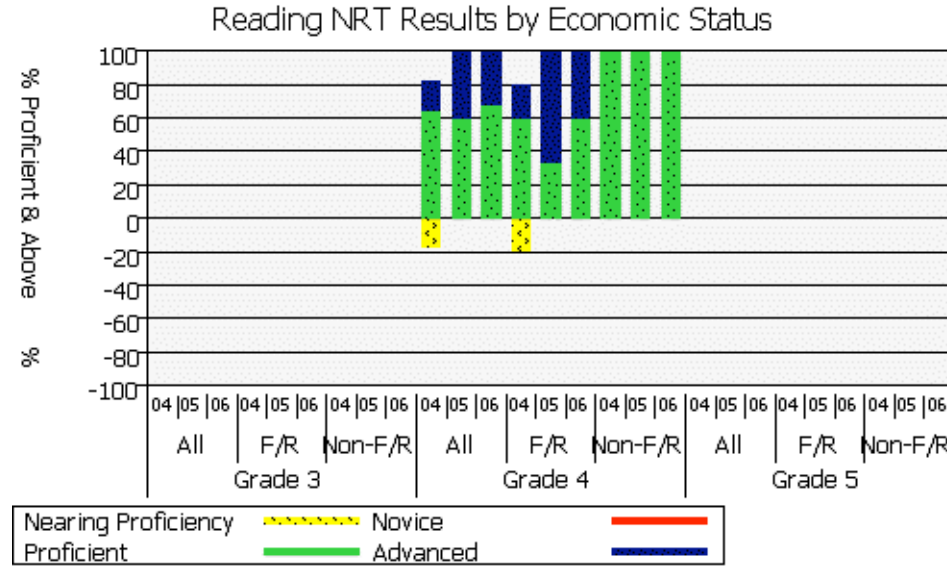
These individuals will share with the rest of the school's staff members the knowledge and techniques obtained at these workshops. To determine the usefulness of attending these workshops, the number of students attaining proficient and advanced levels of performance on the CRT and the NRT will be compared using next year's test results.

Changes Needed: Yes

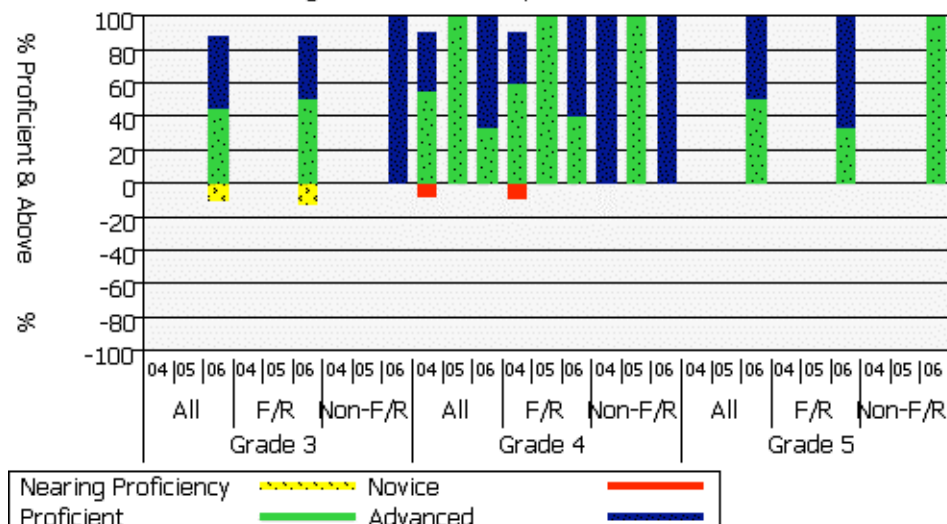
The 2006 testing results in reading for the school's fourth grade students are as follows:

CRT: 100% proficient/advanced

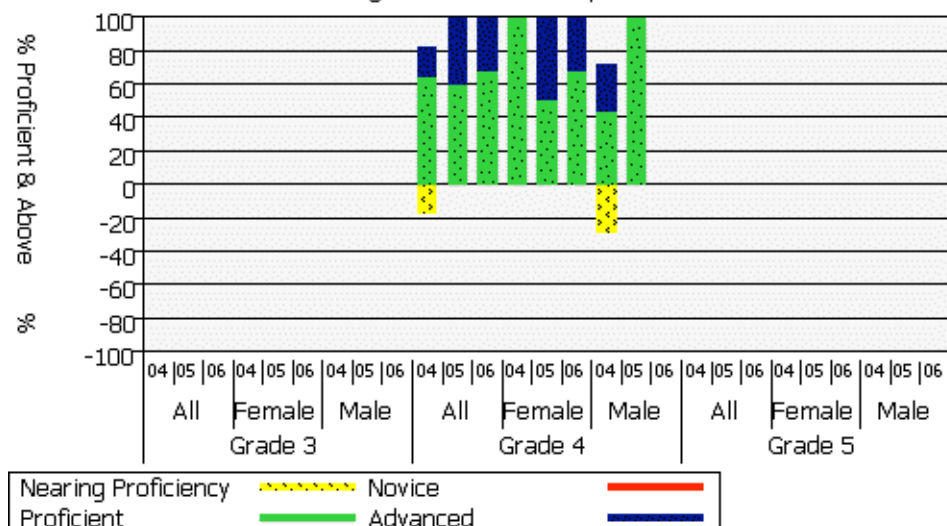
NRT: 100% proficient/advanced

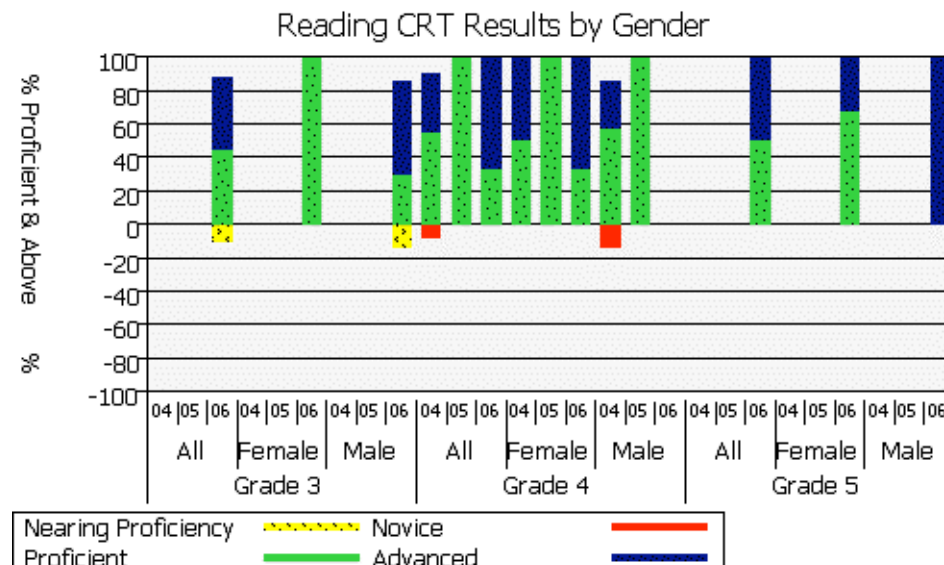


Reading CRT Results by Economic Status



Reading NRT Results by Gender





Analysis of the above data:

A baseline was established using the performance of fourth graders from the Iowa Test of Basic Skills (NRT) for 2003; this baseline was 60% proficient/advanced; the 2004 CRT results were 91% proficient/advanced, which exceeded the goal. In 2005, 100% of the students were proficient/advanced, which again exceeded the goal of a 3% increase, and in 2006, once again, 100% were proficient/advanced.

In the 2003 NRT, fourth graders attained 60% proficient/advanced; in 2004, 88% were at the proficient/advanced level while in 2005 and 2006, 100% were proficient/advanced. There has been a steady increase in the performance levels of the fourth grade students.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, of the eight students 100% of both of the free/reduced and non-free/reduced students achieved proficient/advanced; 2004, eleven students with one non-free/reduced student; 2005, five students with one non-free/reduced student, and 2006, six students with one non-free/reduced student. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on these data figures and assessments, the goal for the school's fourth grade students for 2007 is to maintain the 100% in the proficient/advanced levels on the reading section of the CRT.

LE: 0000000000 SC: 0852
Goal Type: Reading
Description: One hundred percent of the fourth grade students will complete the fourth grade level of Lexia in 2007.

Course of Action:

Improvement Area: Curriculum
Timeframe: 1 - 2 Years
Steps: The CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills will continue to be examined as well as the Montana Surveys of Enabled Curriculum (MSEC).

For the 2007 school year, the school will focus on Montana Reading/Literature Standard Two: "Students apply a range of skills and strategies to read. They recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works." Some of the skills and strategies that will be stressed include decoding and applying a variety of strategies when reading literature and content material; using context to comprehend meaning; adjusting the reading rate; developing vocabulary through the use of context clues, and analyzing of words parts, auditory clues, and reference sources.

To maintain the students' proficiencies in this academic area, one hundred percent of the students will complete the fourth grade level of Lexia, a computerized program, which includes phonetic awareness, word usage, comprehension skills, decoding skills, self-correcting, word parts, and vocabulary development. Furthermore, the fourth grade students will continue to participate in the Accelerated Reading Program as well as the Houghton Mifflin Reading series to strengthen their reading abilities.

In addition, the MontCAS Prep Reading Competency Grade 3 – 4 will be utilized to increase students' reading competencies. The reading practice tests for CRT from the Montana Comprehensive Assessment System MontCAS, Phase 2 Criterion Referenced Test (CRT) Common Item Release will also be used to help prepare students for the forthcoming tests.

Individualized instruction training for educators and paraprofessionals will be provided by the Montana Small School Alliance Curriculum Consortium of which the district is a member.

Changes Needed: Yes

LE: 0000000000 SC: 0853

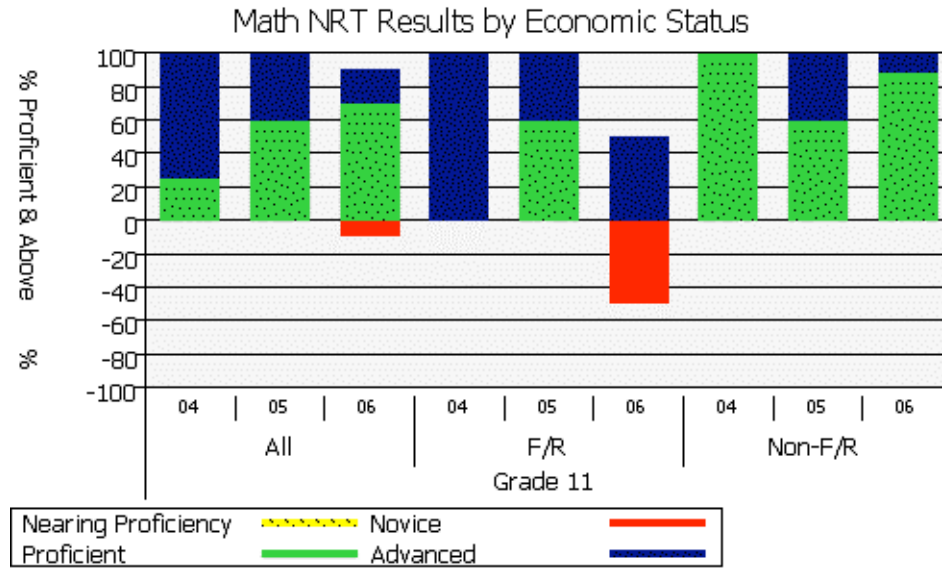
Goal Type: Math

Description: Tenth grade students in the school system will maintain their 100% proficient/advanced performance on the mathematics section of the MontCAS, Phase 2 Criterion Reference Test in 2007.

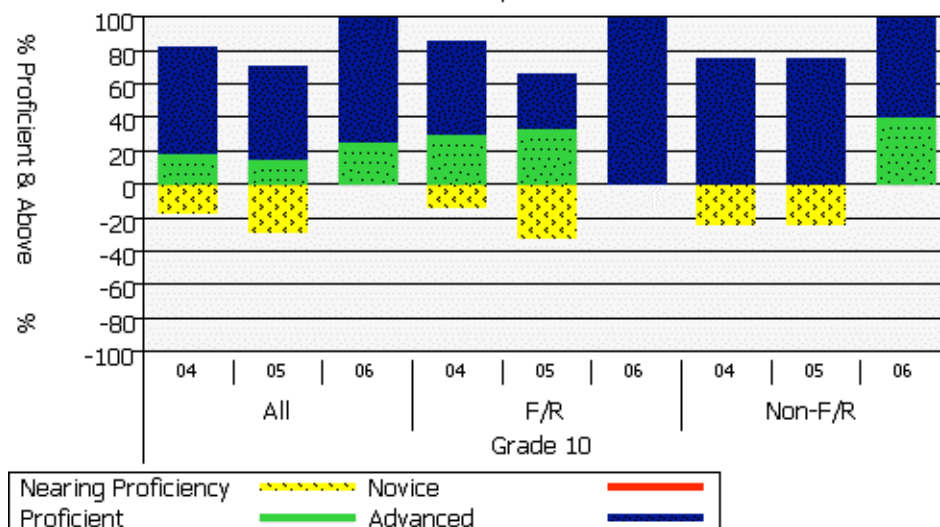
The 2006 testing results in mathematics for the school's tenth grade students are as follows:

CRT: 100% proficient/advanced

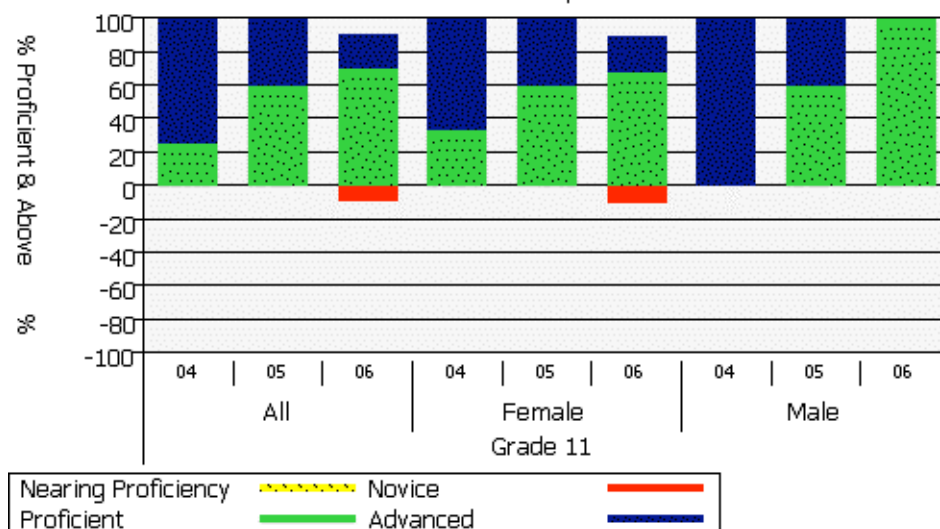
NRT: 100% proficient/advanced



Math CRT Results by Economic Status



Math NRT Results by Gender



LE: 0000000000

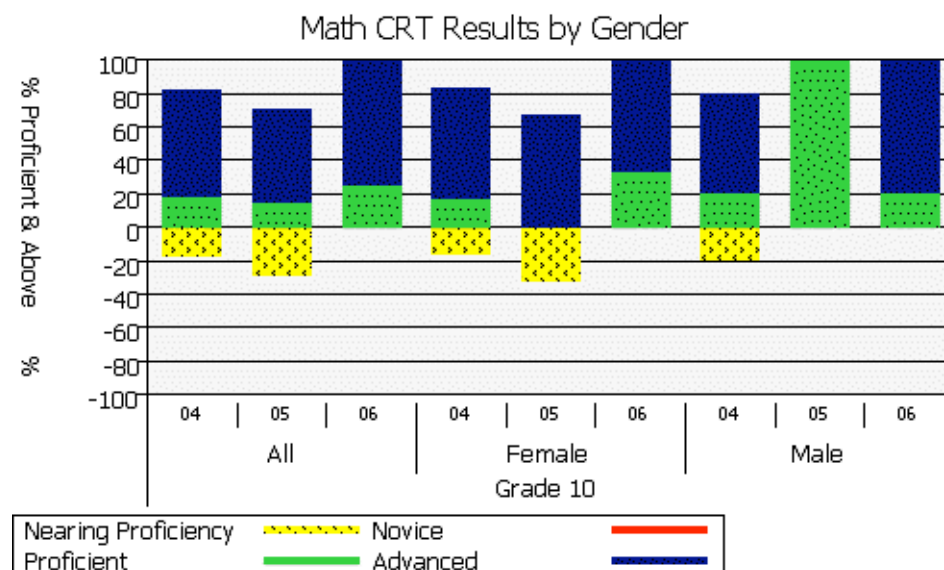
SC: 0853

Goal Type:

Math

Description:

Tenth grade students in the school system will maintain their 100% proficient/advanced performance on the mathematics section of the MontCAS, Phase 2 Criterion Reference Test in 2007.



Analysis of the above data:

A baseline was established for tenth grade students by using the performance of eleventh grade students from the Iowa Test of Basic Skills (NRT) for 2003, which was 78%. The 2004 CRT results were 83% proficient/advanced, which exceeded the goal of 81%. In 2005, 70% of the students were proficient/advanced, which did not meet the goal of 84%, but in 2006, 100% of the tenth graders scored at the proficient/advanced levels.

In the 2003 Iowa Test of Basic Skills (NRT), 78% were proficient/advanced while 100% were proficient/advanced in 2004, 2005, and 2006, which meet the goals of maintaining the 100% proficient/advanced.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., in 2003, of the four students 60% of the free/reduced were proficient/advanced while 100% of the non-free/reduced achieved this level of performance; 2004, of the eleven students 100% of both the free/reduced and non-free/reduced students achieved proficient/advanced levels of performance; in 2005, of the seven students four were non-free/reduced, and in 2006, of the eight students five were non-free/reduced. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on these results, the goal for the school's tenth grade mathematics students is to maintain the 100% proficient/advanced levels.

LE: 0000000000 SC: 0853

Goal Type: Math

Description: Tenth grade students in the school system will maintain their 100% proficient/advanced performance on the mathematics section of the MontCAS, Phase 2 Criterion Reference Test in 2007.

Course of Action:

Improvement Area: Curriculum

Timeframe: 1 - 2 Years

Steps: The CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills will continue to be examined as well as the Montana Surveys of Enabled Curriculum (MSEC).

For the 2007 school year, the school will focus on Montana Mathematic Standard Six: "The students demonstrate understanding of and an ability to use data analysis, probability, and statistics." Some of the skills that will be presented include collecting, organizing, describing, and determining appropriate curve fitting equation for linear, quadratic, and exponential data and making predictions from the data; demonstrating an understanding of effects of outliers on measures of central tendency; making reasonable predictions and decisions based on data, probability, and statistics; creating graphs from a statistical experiment; and describing in general terms the normal curve.

To increase the students' proficiencies in the various mathematical areas, materials dealing with predictions and decision-making usually presented to the school's eleventh grade mathematics class will be presented to the tenth graders in order to better prepare them to take the CRT.

Before school and after school tutoring will be offered three times a week as well as Title I tutoring which will be offered every day of the week.

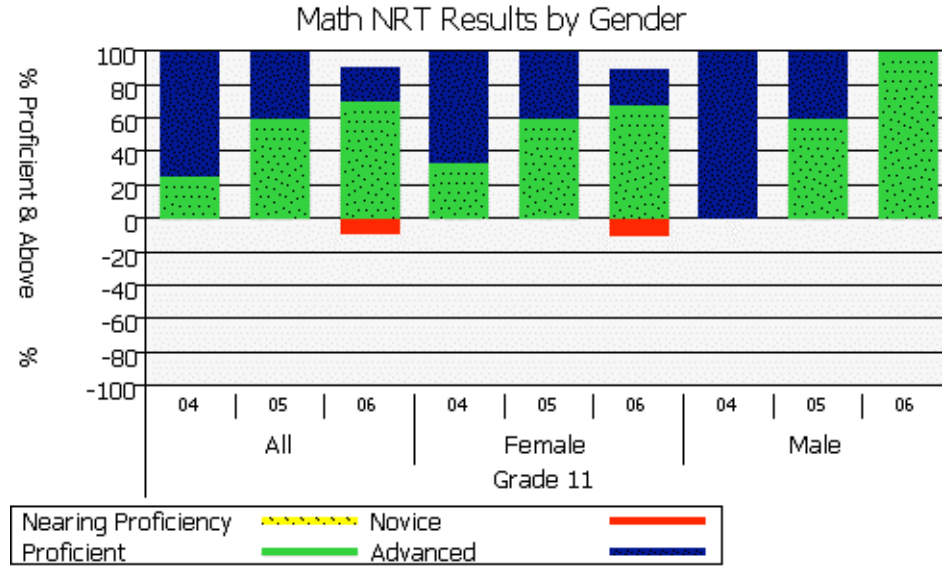
In addition, individualized instruction training for educators and paraprofessionals will be provided by the Montana Small School Alliance Curriculum Consortium of which the district is a member.

Changes Needed: Yes

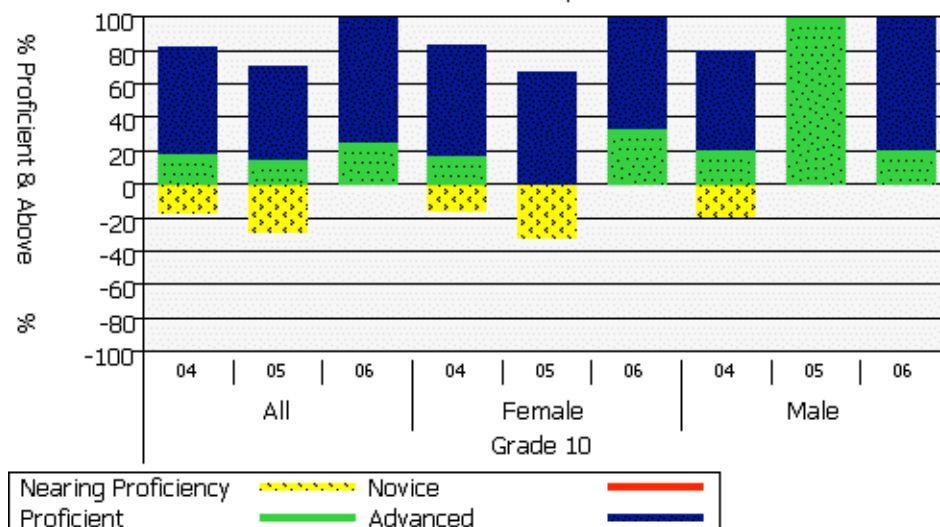
The 2006 testing results in mathematics for the school's tenth grade students are as follows:

CRT: 100% proficient/advanced

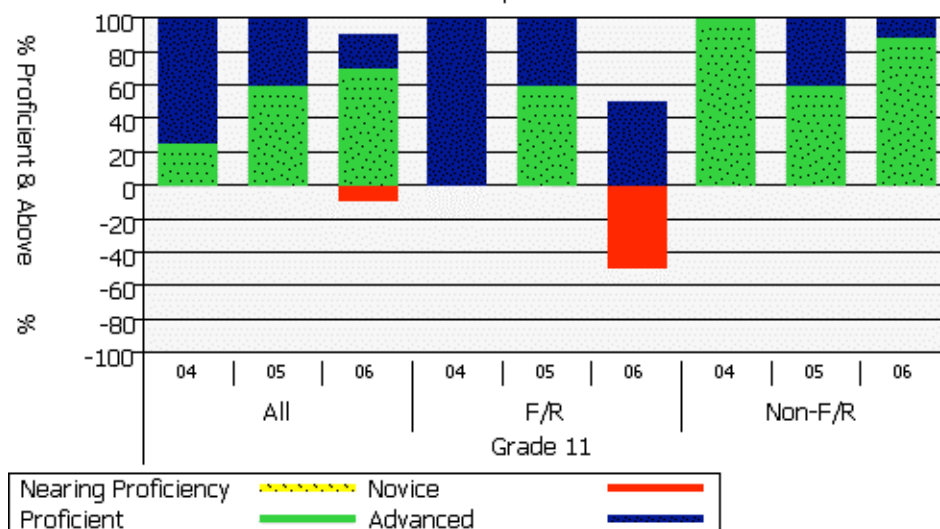
NRT: 100% proficient/advanced



Math CRT Results by Gender



Math NRT Results by Economic Status



LE: 0000000000

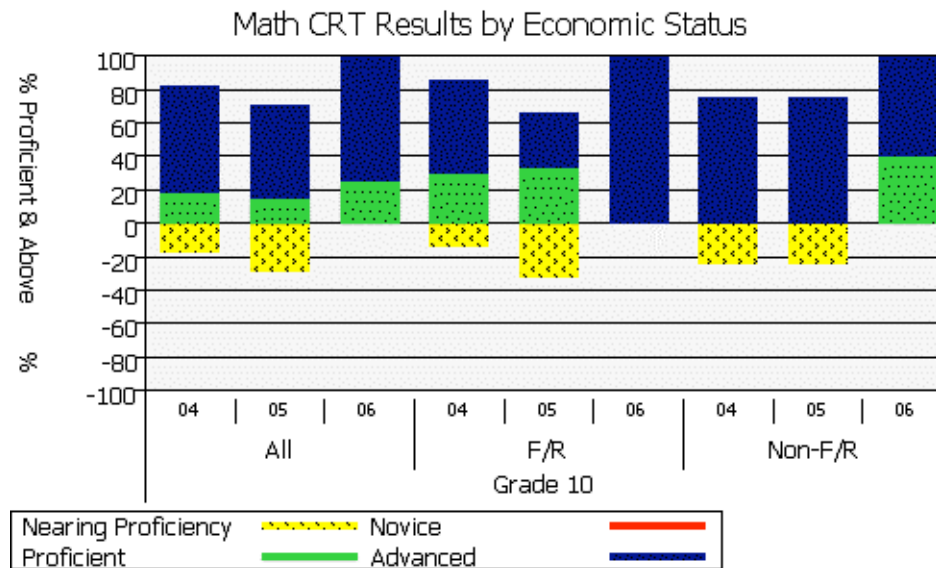
SC: 0853

Goal Type:

Professional Development

Description:

The school's principal professional goal in mathematics is to provide differentiated instruction at the tenth grade level.

**Analysis of the above data:**

A baseline was established for tenth grade students by using the performance of eleventh grade students from the Iowa Test of Basic Skills (NRT) for 2003, which was 78%. The 2004 CRT results were 83% proficient/advanced, which exceeded the goal of 81%. In 2005, 70% of the students were proficient/advanced, which did not meet the goal of 84%, but in 2006, 100% of the tenth graders scored at the proficient/advanced levels.

In the 2003 Iowa Test of Basic Skills (NRT), 78% were proficient/advanced while 100% were proficient/advanced in 2004, 2005, and 2006, which met the 100% maintenance goal.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., in 2003, of the four students 60% of the free/reduced were proficient/advanced while 100% of the non-free/reduced achieved this level of performance; 2004, of the eleven students 100% of both the free/reduced and non-free/reduced students achieved proficient/advanced levels of performance; in 2005, of the seven students four were non-free/reduced, and in 2006, of the eight students five were non-free/reduced. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Based on these results, the goal for the school's tenth grade mathematics students is to maintain the 100% proficient/advanced levels on the CRT in 2007.

Course of Action:**Improvement Area:** Professional Development**Timeframe:** 1 - 2 Years

LE: 0000000000

SC: 0853

Goal Type:

Professional Development

Description:

The school's principal professional goal in mathematics is to provide differentiated instruction at the tenth grade level.

Steps:

To increase the percent of proficient/advanced students at the school's tenth grade level, one hundred percent of the school's staff members involved in teaching mathematics will attend workshops that support individualized education strategies provided by the Montana Small School Alliance Curriculum Consortium of which the school's district is a member.

Educators who attend these workshops will examine the percentages of proficient and advanced students in next year's CRT and NRT to determine if, indeed, the gained knowledge from these workshops were helpful.

Basically, the school will continue to provide professional development aligned with the weak areas indicated on the CRT and NRT, will provide any additional classroom resources that are needed, and will provide a variety of strategies to achieve the stated goal. Some of these strategies will include making reasonable predictions and decisions based on data, probability and statistics; understanding experimental and theoretic probability; creating graphs from a statistical experiment, describing in general terms the normal curve; collecting, organizing, describing, and determining appropriate curve fitting equation for linear, quadratic, and exponential data and making predictions from the data; and demonstrating an understanding of the effects of outliers on measures of central tendency.

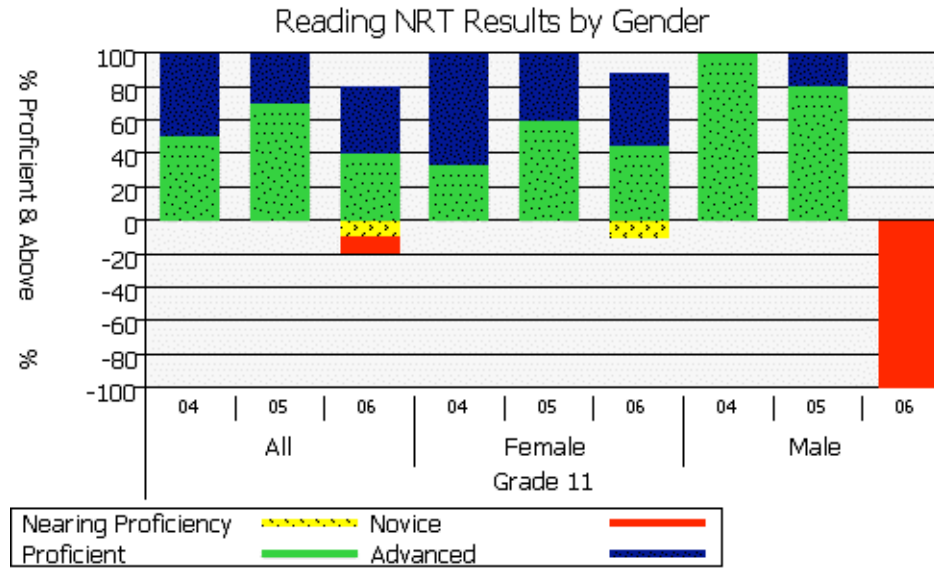
Changes Needed:

Yes

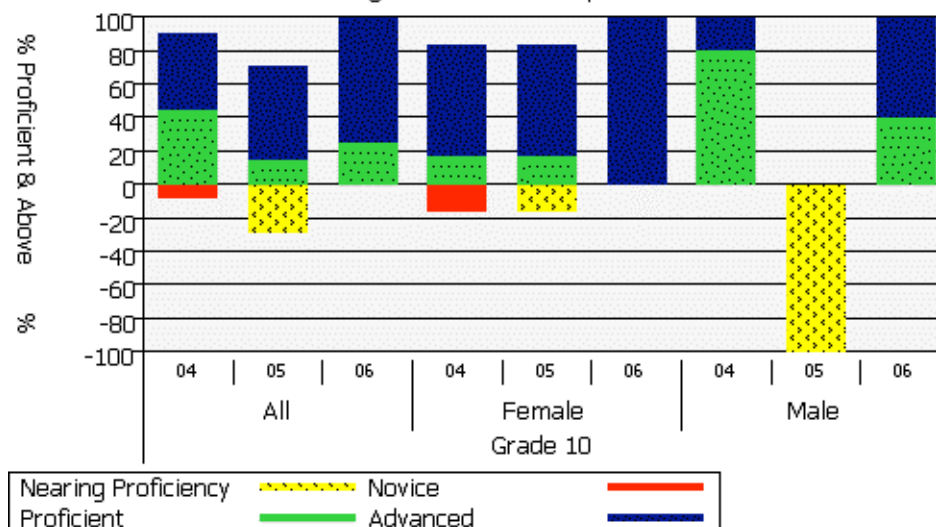
The 2006 testing results in reading for the school's tenth grade students are as follows:

CRT: 100% proficient/advanced

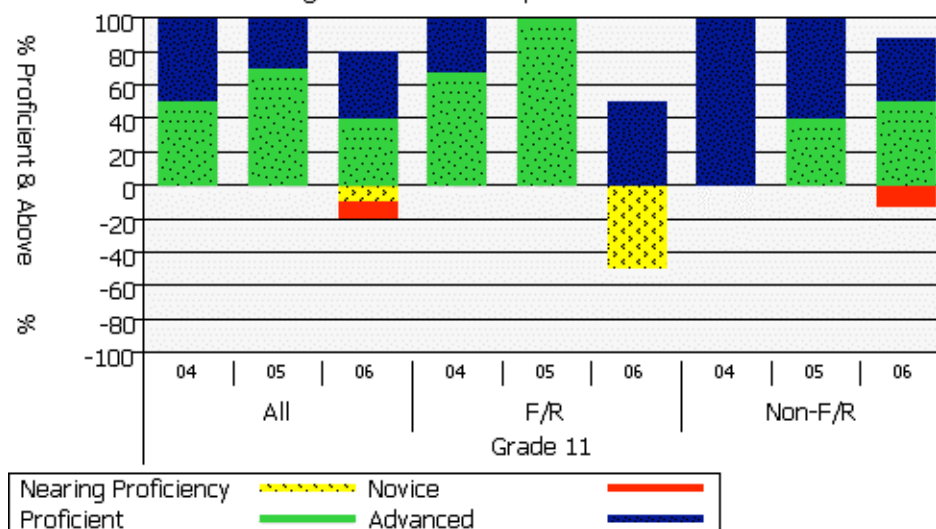
NRT: 100% proficient/advanced

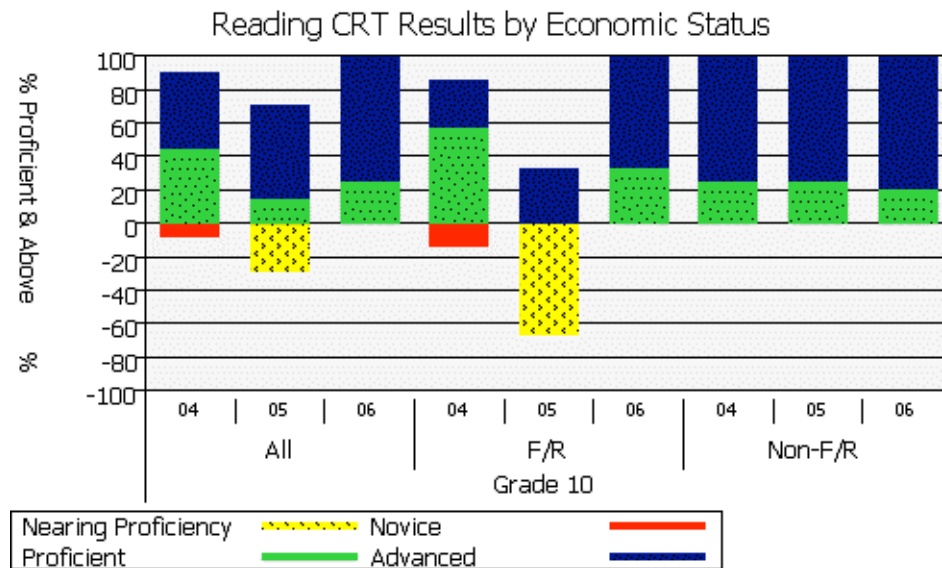


Reading CRT Results by Gender



Reading NRT Results by Economic Status





Analysis of the above data:

A baseline was established for tenth graders using the performance of eleventh grade students from the Iowa Test of Basic Skills (NRT) for 2003, which was 79% proficient/advanced. The 2004 CRT results were 90% proficient/advanced, which exceeded the goal of 82%; in 2005, 75% of the tenth graders were proficient/advanced, which did not meet the goal of 85%. In 2006, 100% of the tenth graders scored at the proficient/advanced levels in the CRT, which exceeded the goal of 88%.

In the 2003 Iowa Test of Basic Skills (NRT), 70% of the tenth graders were proficient/advanced; in 2004, 2005, and 2006, 100% were proficient/advanced.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., in 2003, of the four students 60% of the free/reduced were proficient/advanced while 100% of the non-free/reduced achieved this level of performance; 2004, of the eleven students 100% of both the free/reduced and non-free/reduced students achieved proficient/advanced levels of performance; in 2005, of the seven students four were non-free/reduced, and in 2006, of the eight students five were non-free/reduced. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on these results, the goal for the school's tenth graders is to maintain the 100% at the proficient/advanced levels in 2007.

LE: 0000000000

SC: 0853

Goal Type:

Professional Development

Description:

The school's principal professional goal in reading is to provide differentiated instruction at the tenth grade level.

Course of Action:

Improvement Area: Professional Development

Timeframe: 1 - 2 Years

Steps:

To increase the percent of proficient/advanced students at the school's tenth grade level, fifty percent of the school's staff members involved in teaching reading will attend workshops that support individualized education strategies provided by the Montana Small School Alliance Curriculum Consortium of which the school's district is a member. Staff members will continue to participate in similar workshops that they have attended in past years, such as the Montana State Reading Convention, which presents teacher best practices as well as scientifically researched teaching strategies and approaches. This workshop has proved to be very useful as evidenced the students' maintenance of 100% on the CRT and the NRT in 2006.

In addition, all the high school's educators and paraprofessionals will participate in Lexia workshops in order to become proficient in the management of this computerized reading program.

All educators and paraprofessionals involved in the reading program of the school will attend a Plato Pathway workshop in order to become more proficient in the management of this computerized, individualized, personalized system.

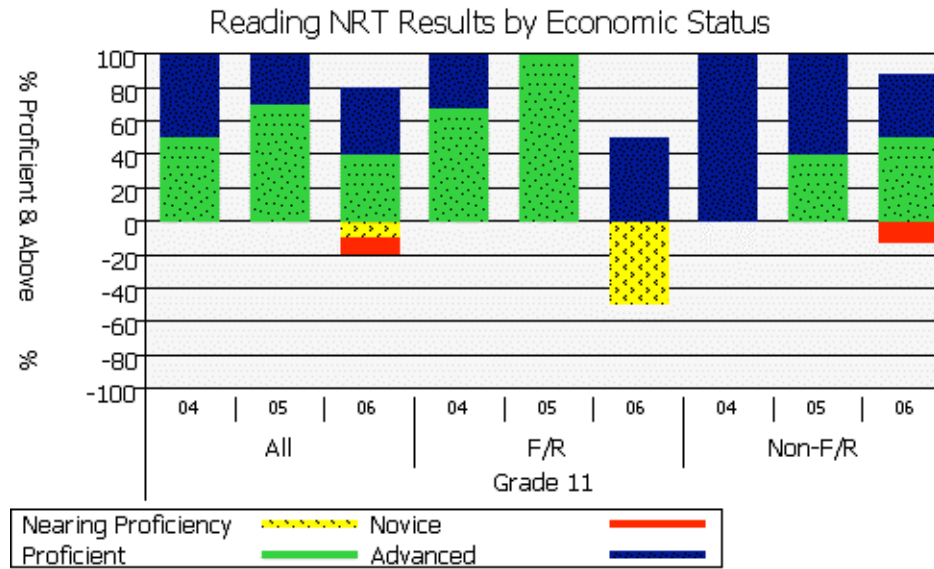
Basically, the school will continue to provide professional development aligned with the weak areas indicated on the CRT and NRT, will provide any additional classroom resources that are needed, and will provide a variety of strategies to achieve the stated goal. Some of these strategies will include applying decoding strategies to understand grade level texts; using features/organization of fiction materials to comprehend increasingly complex material; applying strategies to interpret, analyze, and evaluate the language and overall intent of print and nonprint material; applying strategies to interpret, analyze, and evaluate literary elements and literary devices; and applying decoding strategies to understand grade level texts.

Changes Needed: Yes

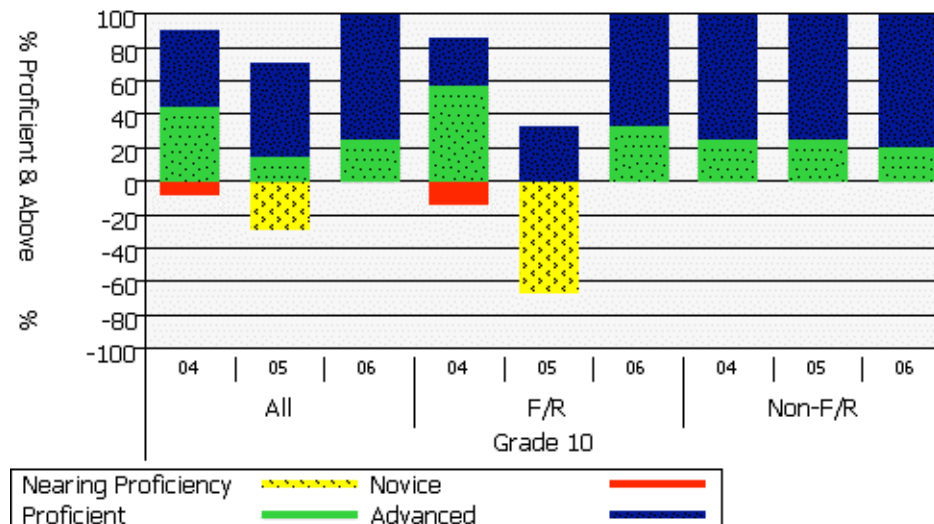
The 2006 testing results in reading for the school's tenth grade students are as follows:

CRT: 100% proficient/advanced

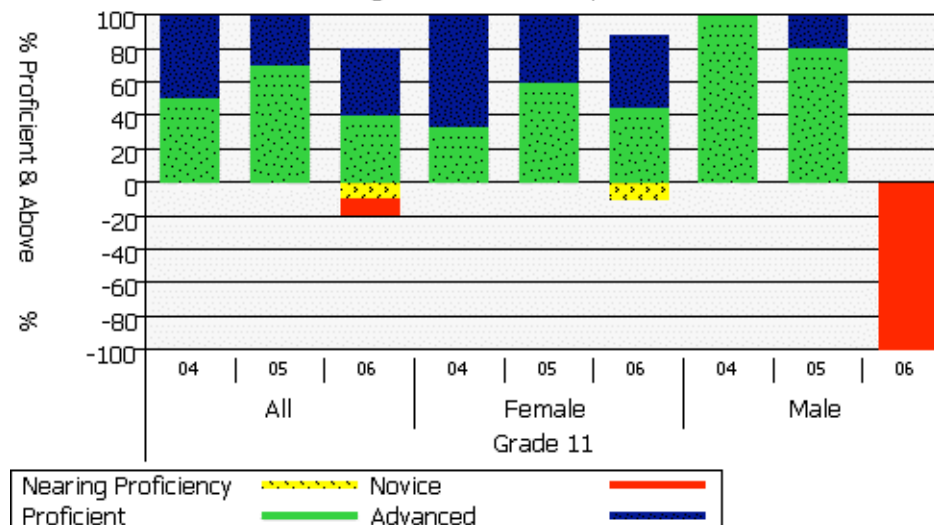
NRT: 100% proficient/advanced

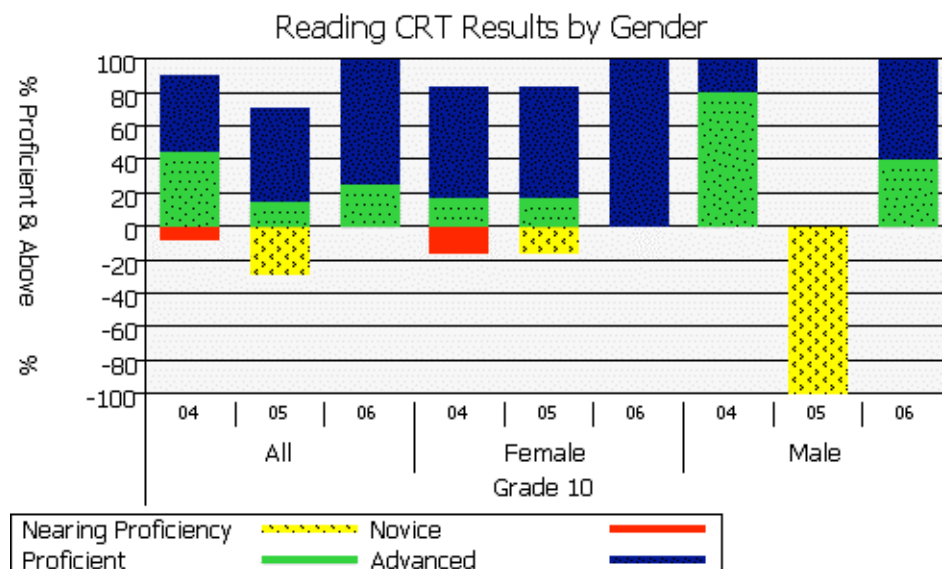


Reading CRT Results by Economic Status



Reading NRT Results by Gender





Analysis of the above data:

A baseline was established for tenth graders using the performance of eleventh grade students from the Iowa Test of Basic Skills (NRT) for 2003, which was 79% proficient/advanced. The 2004 CRT results were 90% proficient/advanced, which exceeded the goal of 82%; in 2005, 75% of the tenth graders were proficient/advanced, which did not meet the goal of 85%. In 2006, 100% of the tenth graders scored at the proficient/advanced levels in the CRT, which exceeded the goal of 88%.

In the 2003 Iowa Test of Basic Skills (NRT), 70% of the tenth graders were proficient/advanced; in 2004, 2005, and 2006, 100% were proficient/advanced.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., in 2003, of the four students 60% of the free/reduced were proficient/advanced while 100% of the non-free/reduced achieved this level of performance; 2004, of the eleven students 100% of both the free/reduced and non-free/reduced students achieved proficient/advanced levels of performance; in 2005, of the seven students four were non-free/reduced, and in 2006, of the eight students five were non-free/reduced. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on these results, the goal for the school's tenth graders is to maintain the 100% at the proficient/advanced levels in 2007.

LE: 0000000000	SC: 0853
Goal Type:	Reading
Description:	Tenth grade students in the school system will maintain their 100% proficient/advanced performance on the reading section of the MontCAS, Phase 2 Criterion Reference Test in 2007.

Course of Action:

Improvement Area:	Professional Development
Timeframe:	Less than one year
Steps:	The CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills will continue to be examined as well as the Montana Surveys of Enabled Curriculum (MSEC).

For the 2007 school year, the school will focus on Montana Reading/Literature Standard Two. Some of the areas that will be stressed include applying decoding strategies; comprehending increasingly complex materials; expanding vocabulary; and applying strategies to interpret, analyze, and evaluate literary elements and devices.

To achieve the newly established goal in this academic area, one hundred percent of tenth graders will continue to participate in the school's Accelerated Reading Program. In addition, one hundred percent of these students will participate in the Lexia computerized program, which stresses automatic word recognition, word-attack strategies to single words, phonics-based activities. Those students who complete the five levels of the Lexia program will begin their individualized PLATO reading program. This program includes essential reading skills, reading strategies, and reading for information activities.

Tenth grade students will continue to participate in the "Critical Reading" series, which stresses speed reading in conjunction with comprehension. Each student reads a story and is timed to determine his/her reading speed. After answering several questions, a comprehension score is determined. The reading speed and comprehension scores are graphed, which enables the student to monitor his/her progress. The program's goal and specific objective is to quantify the combination of reading speed coupled with comprehension.

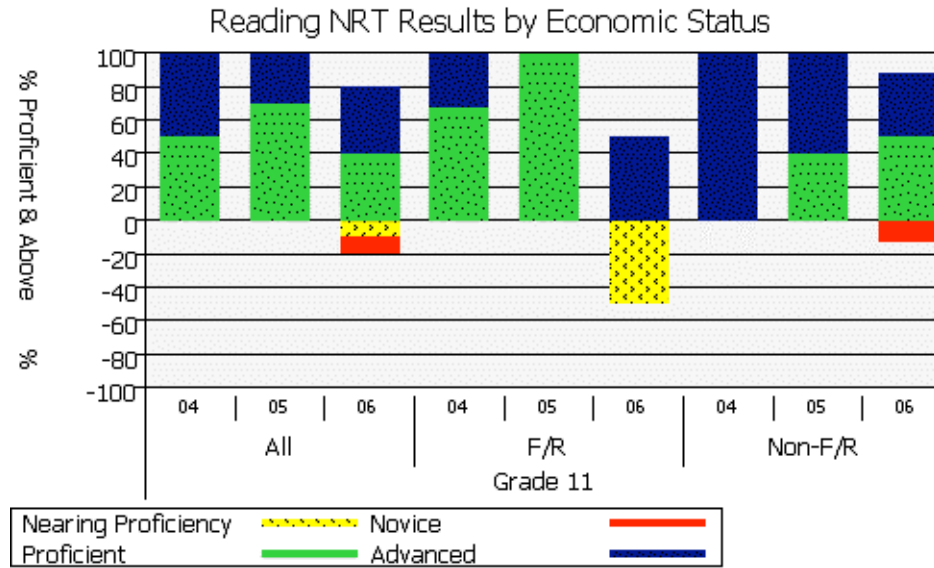
In addition, individualized instruction training for educators and paraprofessionals will be provided by the Montana Small School Alliance Curriculum Consortium of which the district is a member.

Changes Needed:	Yes
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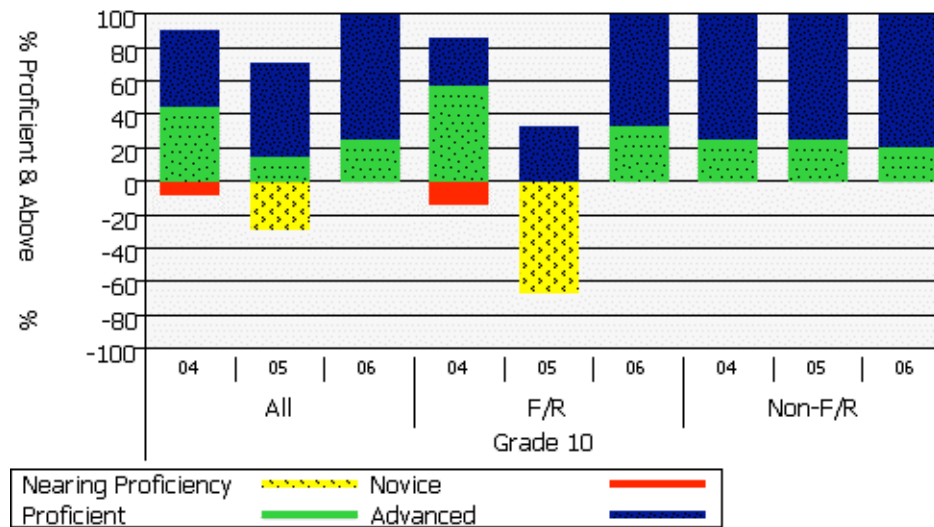
The 2006 testing results in reading for the school's tenth grade students are as follows:

CRT: 100% proficient/advanced

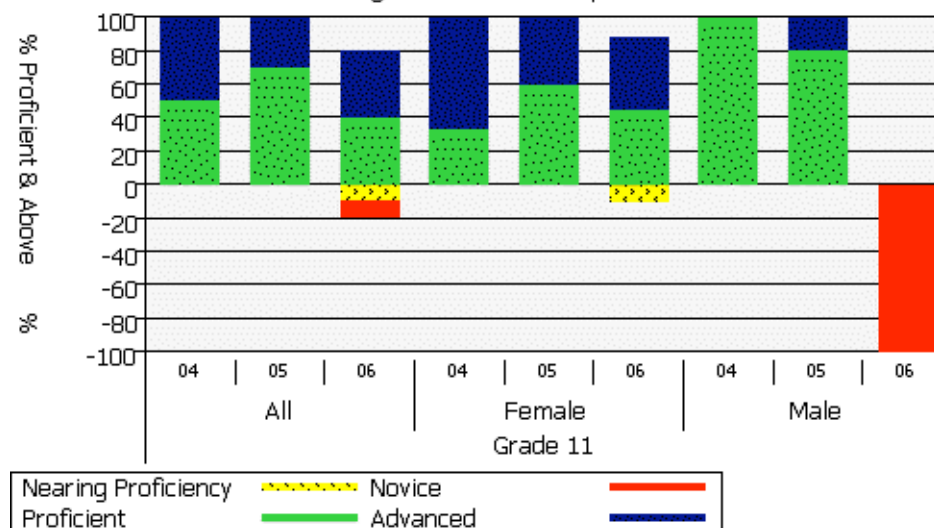
NRT: 100% proficient/advanced



Reading CRT Results by Economic Status



Reading NRT Results by Gender



LE: 000000000

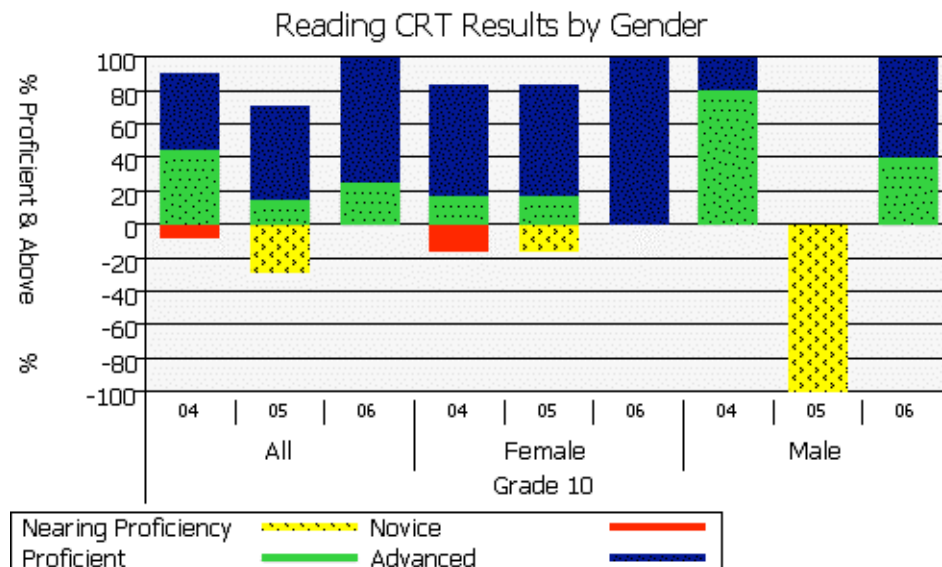
SC: 0853

Goal Type:

Reading

Description:

One hundred percent of the school's tenth grade students will participate in the Lexia program in 2007.

**Analysis of the above data:**

A baseline was established for tenth graders using the performance of eleventh grade students in the Iowa Test of Basic Skills (NRT) for 2003, which was 79% proficient/advanced. The 2004 CRT results were 90% proficient/advanced, which exceeded the goal of 82%; in 2005, 75% of the tenth graders were proficient/advanced, which did not meet the goal of 85%. In 2006, 100% of the tenth graders scored at the proficient/advanced levels in the CRT, which exceeded the goal of 88%.

In the 2003 Iowa Test of Basic Skills (NRT), 70% of the tenth graders were proficient/advanced; in 2004, 2005, and 2006, 100% were proficient/advanced.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., in 2003, of the eleven students 60% of the free/reduced were proficient/advanced while 100% of the non-free/reduced achieved this level of performance; 2004, of the ten students 100% of both the free/reduced and non-free/reduced students achieved proficient/advanced levels of performance; 2005, and 2006, eight students. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Based on these results, the goal for the school's tenth graders is to maintain the 100% at the proficient/advanced levels in 2007.

Course of Action:**Improvement Area:** Curriculum**Timeframe:** 1 - 2 Years

LE: 0000000000

SC: 0853

Goal Type:

Reading

Description:

One hundred percent of the school's tenth grade students will participate in the Lexia program in 2007.

Steps:

The CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. It was decided to focus on Montana Reading/Literature Standard Two: "Students apply a range of skills and strategies to read. They recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works."

To achieve the newly established goal in this academic area, one hundred percent of tenth graders will continue to participate in the school's Accelerated Reading Program. In addition, one hundred percent of these students will also participate in the Lexia computerized program, which will stress automatic word recognition, word-attack strategies to single words and contextual material, phonics-based activities, and decoding techniques that will all increase the students' comprehension level. Those students who complete the five levels of the Lexia program will begin their individualized PLATO reading program. This program includes essential reading skills, reading strategies, and reading for information activities.

Changes Needed:

Yes

LE: 0000000000 SC: 1744

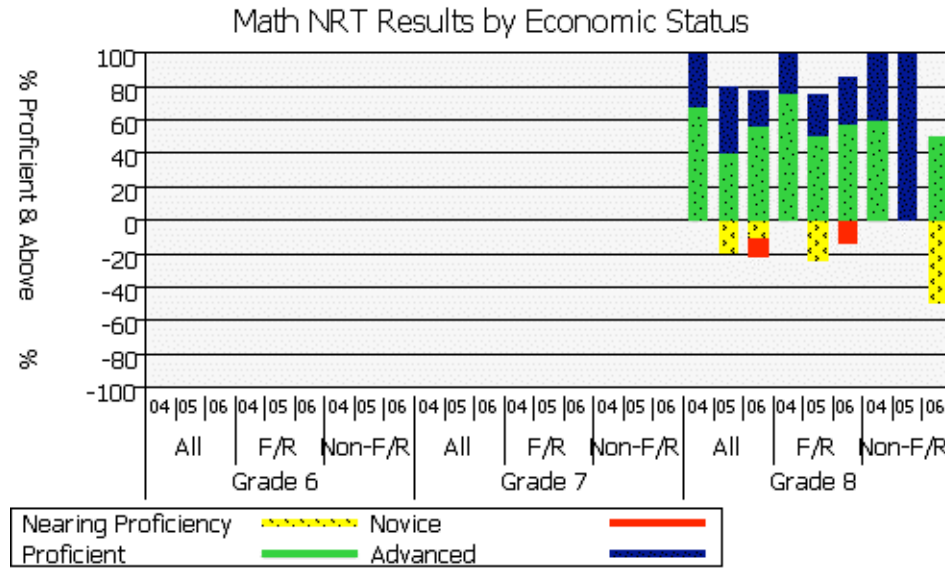
Goal Type: Math

Description: Eighth grade students in the school will maintain their performance on the mathematics section of the MontCAS, Phase 2 Criterion Reference Test at 100% in 2007.

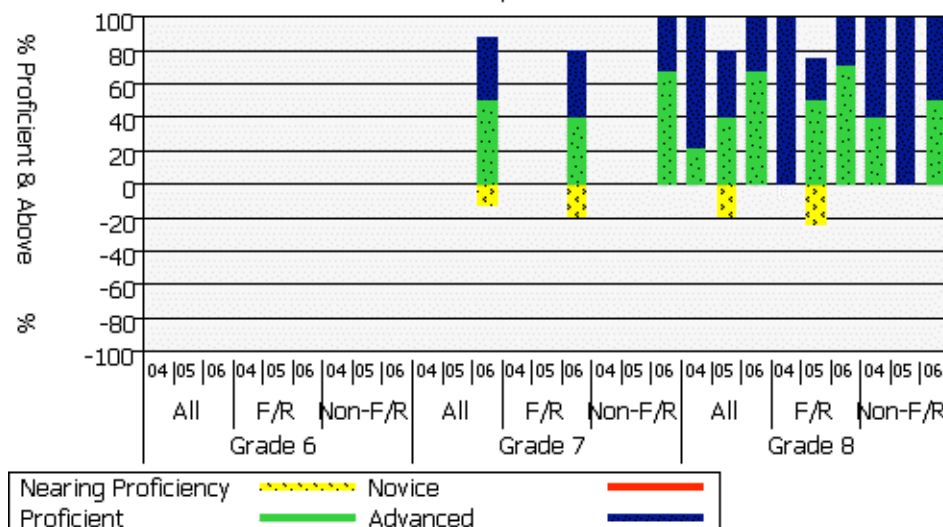
The 2006 testing results in mathematics for the school's eighth grade students are as follows:

CRT: 100% proficient/advanced

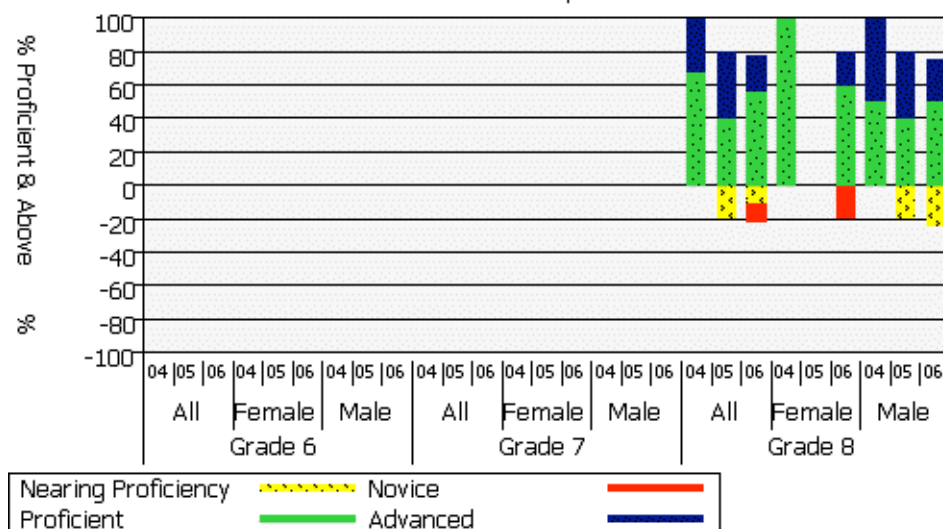
NRT: 100% proficient/advanced



Math CRT Results by Economic Status



Math NRT Results by Gender



LE: 0000000000

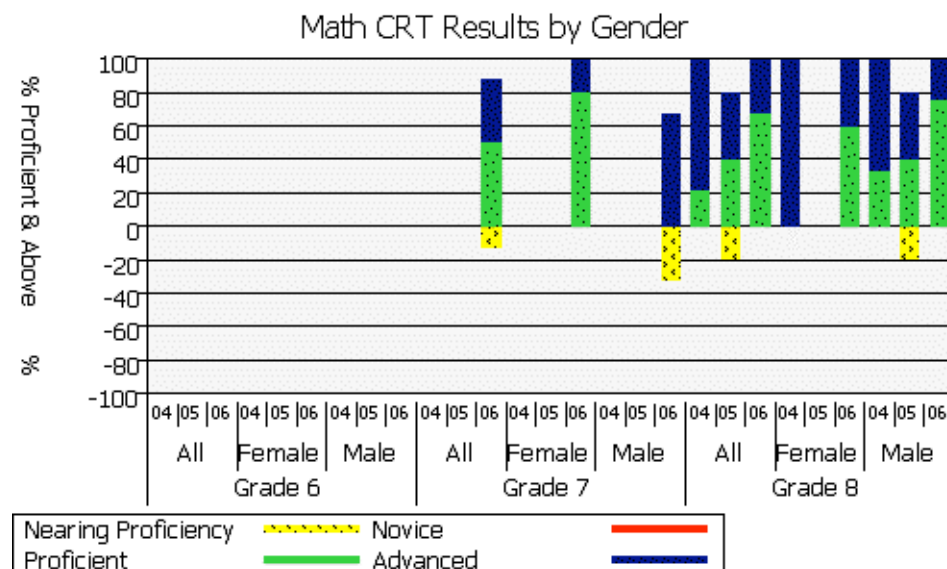
SC: 1744

Goal Type:

Math

Description:

Eighth grade students in the school will maintain their performance on the mathematics section of the MontCAS, Phase 2 Criterion Reference Test at 100% in 2007.

**Analysis of the above data:**

A baseline was established in 2003 using the performance of eighth graders from the Iowa Test of Basic Skills (NRT); this baseline was 86%. In 2004, the CRT results were 100% proficient/advanced, which exceeded the goal of 89%, while 80% of the eighth grade students were proficient/advanced in 2005, which did not meet the goal of maintaining 100% proficient/advanced level. However, in 2006, 100% of the eighth graders scored at the proficient/advanced levels.

In the 2003 NRT, 86% of the school's eighth grade students achieved proficient/advanced; in 2004, 100% were proficient/advanced which exceeded the goal of 89%; in 2005, 80% were proficient/advanced, which did not meet the goal, and in 2006, 75% were proficient/advanced, which again did not meet the goal of 83%.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, seven students with four non-free/reduced students; 2004, nine students with four non-free/reduced students; 2005, five students with one non-free/reduced student, and 2006, nine students with two non-free/reduced students. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on these statistics, the goal for the eighth grade students for 2007 is to maintain the percentage of proficient/advanced at 100% in mathematics.

LE: 0000000000	SC: 1744
Goal Type:	Math
Description:	Eighth grade students in the school will maintain their performance on the mathematics section of the MontCAS, Phase 2 Criterion Reference Test at 100% in 2007.

Course of Action:

Improvement Area:	Curriculum
Timeframe:	1 - 2 Years
Steps:	The CRT Mathematics Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills will continue to be examined as well as the Montana Surveys of Enabled Curriculum (MSEC).

For the 2007 school year, the school will focus on Montana Mathematic Standard Two: "Students demonstrate understanding of and an ability to use numbers and operations." Some of the skills that will be presented include using the four basic operations with whole numbers, fractions, decimals, and integers; using mental mathematics and number sense in using order of operations; using relationships and applications of ratio, proportion, percent, scientific notation; and developing and applying number theory concepts.

The professional mathematics staff will continue to assess eighth grade students' mathematical skills periodically. Differentiated instructions based on these assessments will be developed for these students. Furthermore, to increase the students' proficiencies in the various mathematical areas, more time will be provided for solving mathematics problems without the use of calculators, since this is an area of weakness when the students are taking the no-calculator section of the CRT.

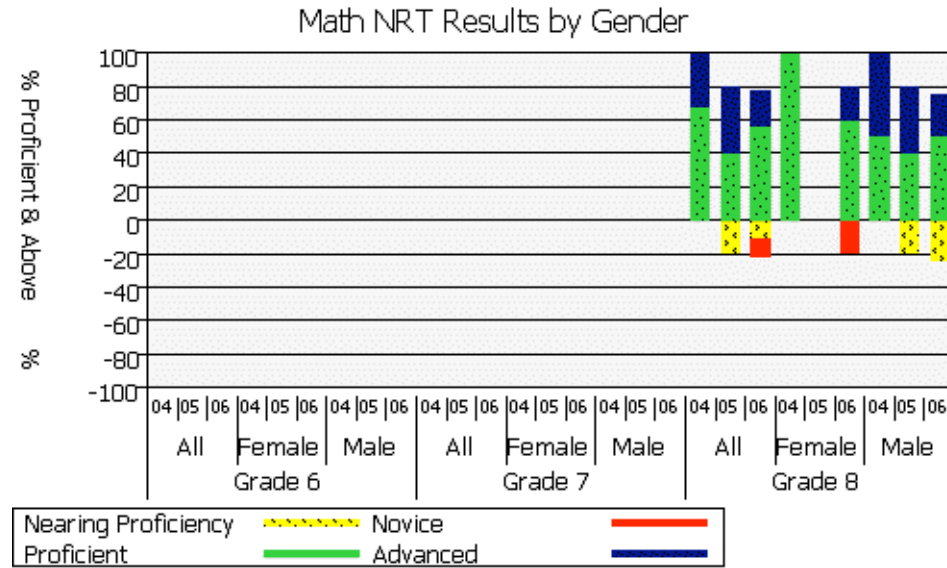
Before school and after school tutoring three times a week will continue to be provided as well as providing Title I tutoring during Period 5 of every school day.

Changes Needed:	Yes
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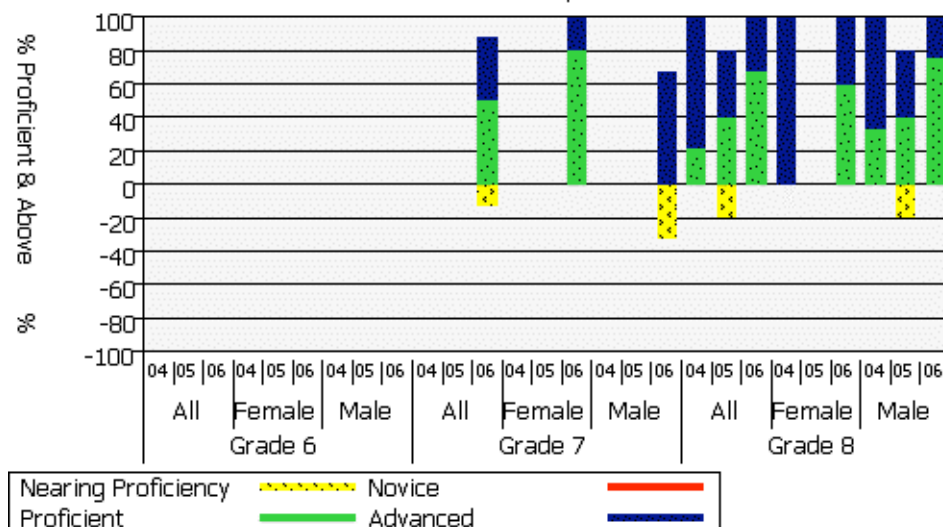
The 2006 testing results in mathematics for the school's eight grade students are as follows:

CRT: 100% proficient/advanced

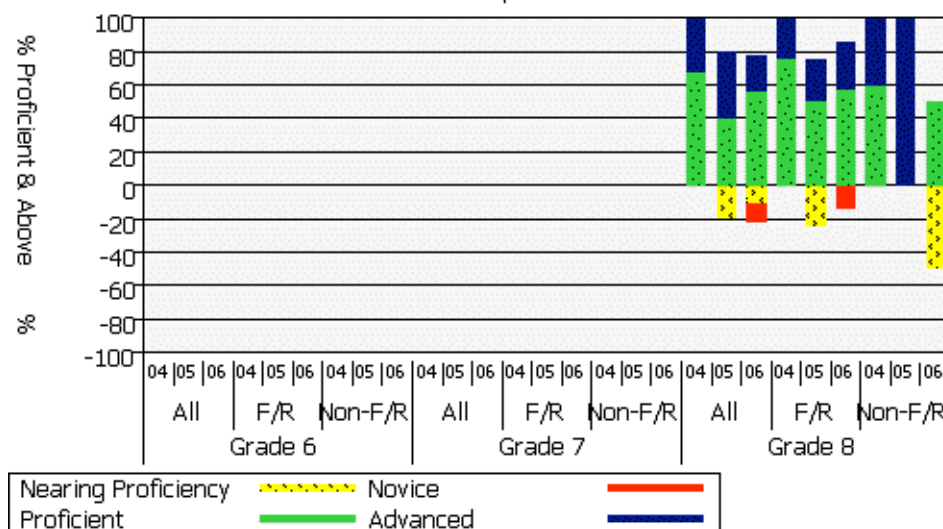
NRT: 75% proficient/advanced



Math CRT Results by Gender



Math NRT Results by Economic Status



LE: 000000000

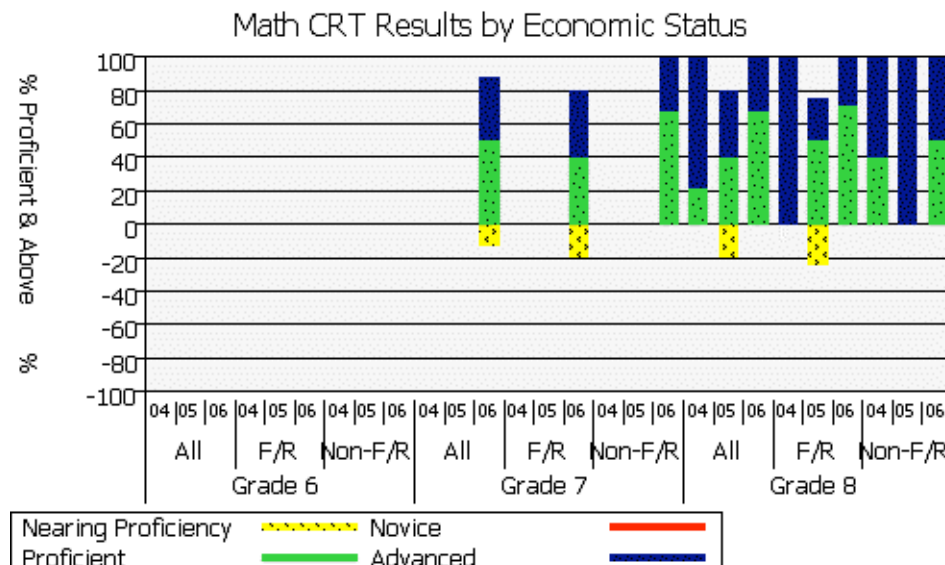
SC: 1744

Goal Type:

Professional Development

Description:

The school's principal professional goal in mathematics is to provide differentiated instruction at the eighth grade level.

**Analysis of the above data:**

A baseline was established in 2003 using the performance of eighth graders from the Iowa Test of Basic Skills (NRT); this baseline was 86%. In 2004, the CRT results were 100% proficient/advanced, which exceeded the goal of 89%, while 80% of the eighth grade students were proficient/advanced in 2005, which did not meet the goal of maintaining 100% proficient/advanced level. However, in 2006, 100% of the eighth graders scored at the proficient/advanced levels.

In the 2003 NRT, 86% of the school's eighth grade students achieved proficient/advanced; in 2004, 100% were proficient/advanced, which exceeded the goal of 89%; in 2005, 80% were proficient/advanced, which did not meet the maintenance goal, and in 2006, 75% were proficient/advanced, which was a decline that did not meet the goal of 83%.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, seven students with four non-free/reduced students; 2004, nine students with four non-free/reduced students; 2005, five students with one non-free/reduced student, and 2006, nine students with two non-free/reduced students. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Based on these statistics, the goal for the eighth grade students for 2007 is to maintain the percentage of proficient/advanced at 100%.

Course of Action:

Improvement Area: Professional Development

Timeframe: 1 - 2 Years

LE: 0000000000

SC: 1744

Goal Type:

Professional Development

Description:

The school's principal professional goal in mathematics is to provide differentiated instruction at the eighth grade level.

Steps:

To increase the percent of proficient/advanced students at the school's eighth grade level, fifty percent of the school's staff members involved in teaching mathematics will attend workshops that support individualized education strategies provided by the Montana Small School Alliance Curriculum Consortium of which the school's district is a member.

Educators who attend these workshops will share the knowledge and information from these workshops with other staff members of the school. In addition, the percentages of proficient and advanced scores from next year's CRT and NRT will be examined to determine if, indeed, the gained knowledge from these workshops were helpful.

Basically, the school will continue to provide professional development aligned with the weak areas indicated on the CRT and NRT, will provide any additional classroom resources that are needed, and will provide a variety of strategies to achieve the stated goal. Some of these strategies will include using the four basic operations with whole numbers, fractions, decimals, and integers; using mental mathematics and number sense in using order of operations, and order relations for whole numbers, fractions, decimals, and integers; using relationships and applications of ratio, proportion, percent, and scientific notation, and developing and applying number theory concepts in real world and mathematical problem situations.

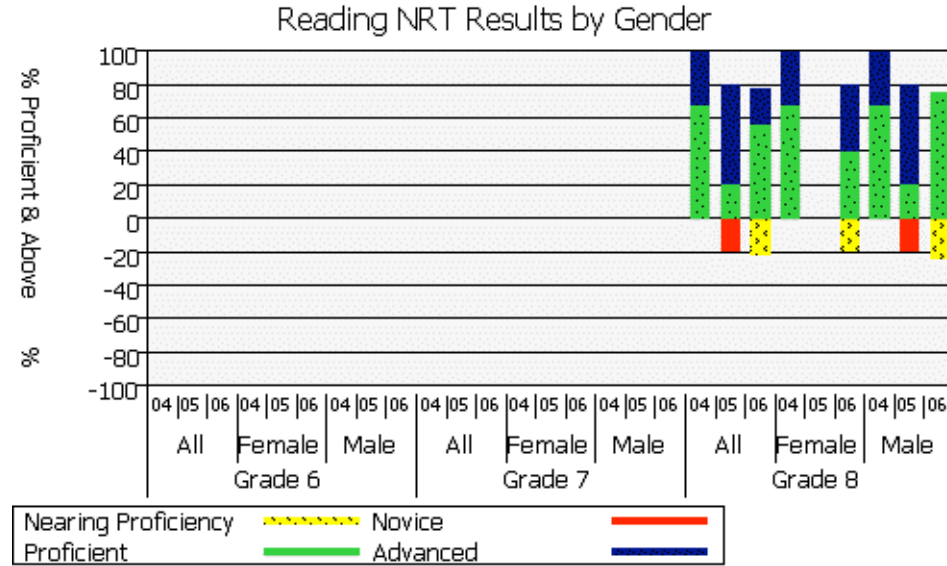
Changes Needed:

Yes

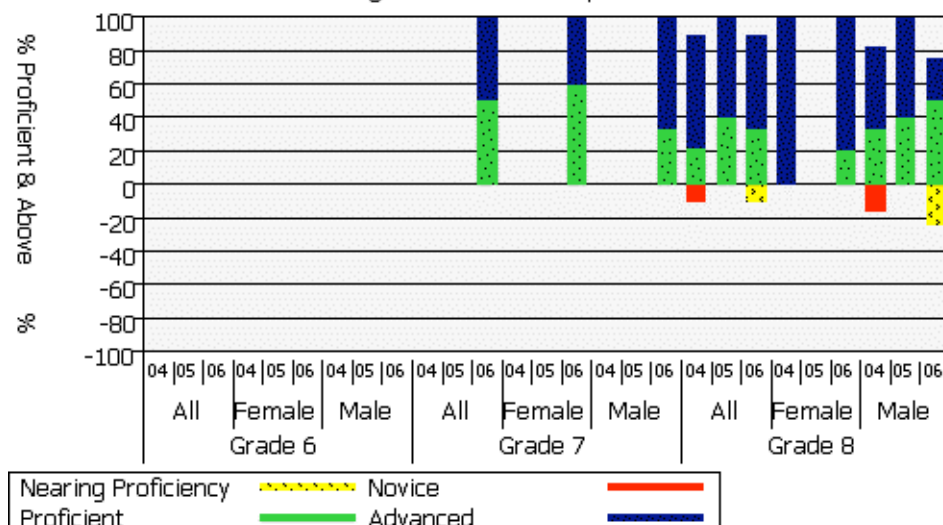
The 2006 testing results in reading for the school's eighth grade students are as follows:

CRT: 89% proficient/advanced

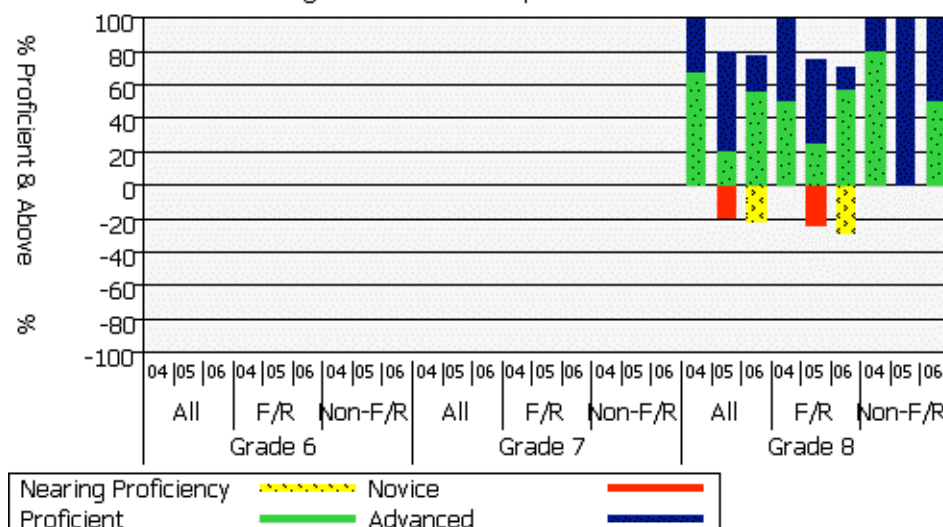
NRT: 75% proficient/advanced

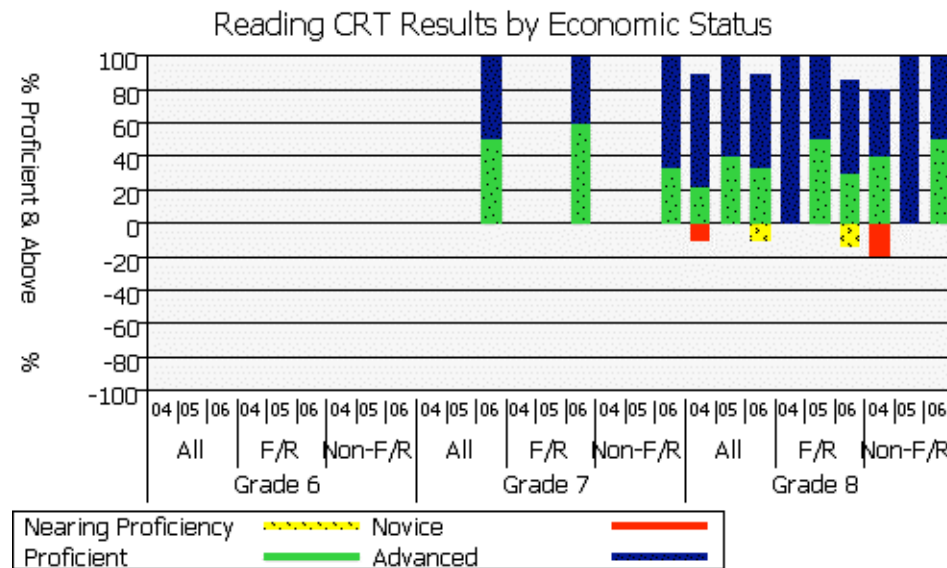


Reading CRT Results by Gender



Reading NRT Results by Economic Status





Analysis of the above data:

A baseline was established in 2003 using the performances of eighth graders from the Iowa Test of Basic Skills (NRT), which was 100% proficient/advanced. The 2004 CRT test results were 90% proficient/advanced, which did not meet the goal of maintaining 100%; in 2005, 100% of the students were proficient/advanced, which exceeded the goal of a 3% increase. In 2006, there was a decline to 89% proficient/advanced, which did not meet the maintenance goal.

In the 2003 NRT, eighth grade students attained 100% proficient/advanced; in 2004, 100% were proficient/advanced while in 2005, 80% of the students were proficient/advanced, which did not meet the maintenance goal. In 2006, 75% of the students scored at the proficient/advanced, which did not meet the goal of 83% proficient/advanced.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, seven students with four non-free/reduced students; 2004, nine students with four non-free/reduced students; 2005, five students with one non-free/reduced student, and 2006, nine students with two non-free/reduced students. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Based on these figures, the goal for the school's eighth grade students for 2007 is to increase the percentage of the proficient/advanced levels of performance on the CRT Reading test section from 89% to 92%.

Course of Action:

Improvement Area: Professional Development

Timeframe: 1 - 2 Years

LE: 0000000000

SC: 1744

Goal Type:

Professional Development

Description:

The school's principal professional goal in reading is to provide differentiated instruction at the eighth grade level.

Steps:

To increase the percent of proficient/advanced students at the school's eighth grade level, fifty percent of the school's staff members involved in teaching reading will attend workshops that support individualized education strategies provided by the Montana Small School Alliance Curriculum Consortium of which the school's district is a member. Staff members will continue to participate in similar workshops that they have attended in past years, such as the Montana State Reading Convention, which presents teacher best practices as well as scientifically researched teaching strategies and approaches.

In addition, all the school's junior high educators and paraprofessionals will participate in Lexia workshops in order to become proficient in the management of this computerized reading program.

Educators and paraprofessionals involved in the reading program of the school will attend a Plato Pathway workshop in order to become more proficient in the management of this computerized, individualized, personalized system.

Basically, the school will continue to provide professional development aligned with the weak areas indicated on the CRT and NRT, will provide any additional classroom resources that are needed, and will provide a variety of strategies to achieve the stated goal. Some of these strategies will include applying a variety of reading strategies to comprehend meaning, consisting of self-correcting, using context, and adjusting rate; developing vocabulary, analysis of word parts, auditory clues and reference sources; using features/organization of fiction/nonfiction materials to comprehend complex materials; interpreting/analyzing literary elements, such as plot, character, setting, theme, and conflict; and interpreting/analyzing the effects of such literary devices as figurative language, exaggeration, allusion, irony, humor, and imagery.

Changes Needed:

Yes

LE: 0000000000 SC: 1744

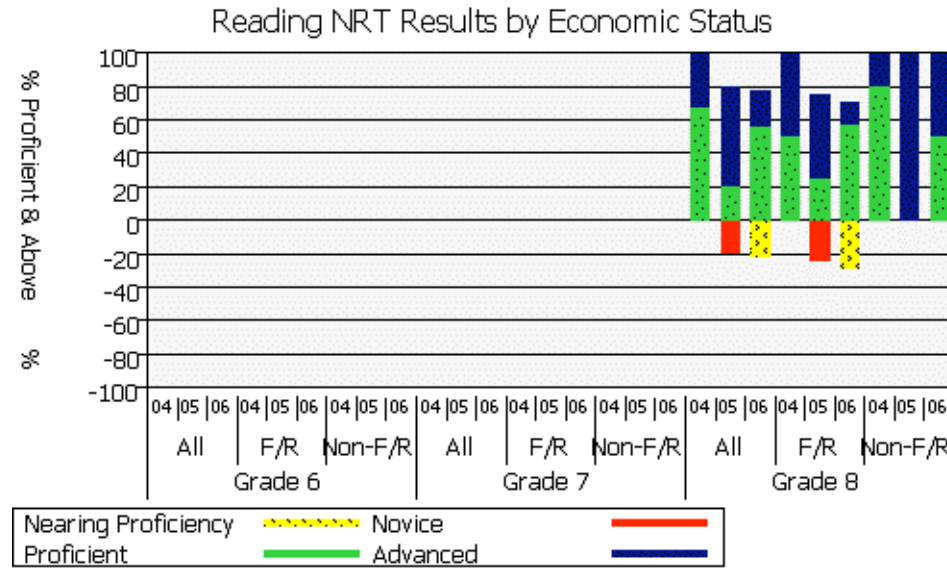
Goal Type: Reading

Description: Eighth grade students in the school will increase proficient/advanced performance levels on the MontCAS, Phase 2 Criterion Reference Test from 89% to 92% for 2007.

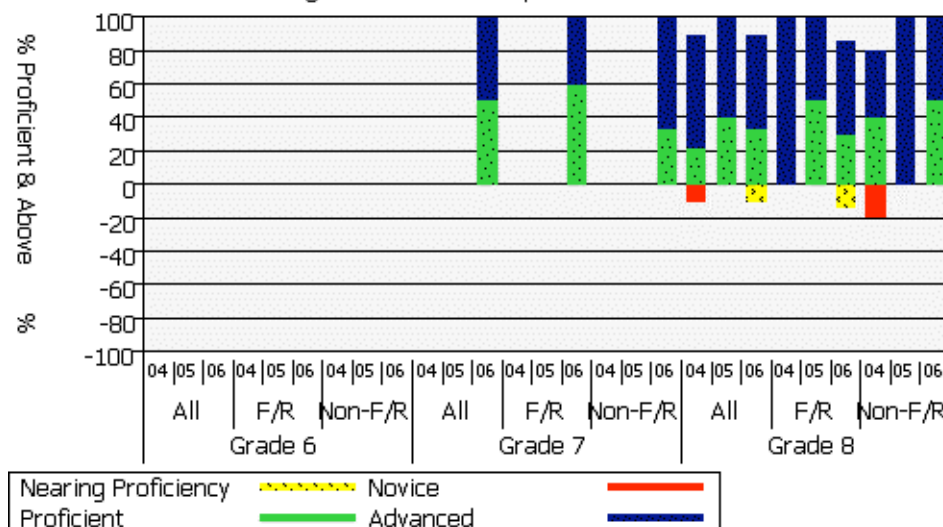
The 2006 testing results in reading for the school's eighth grade students are as follows:

CRT: 89% proficient/advanced

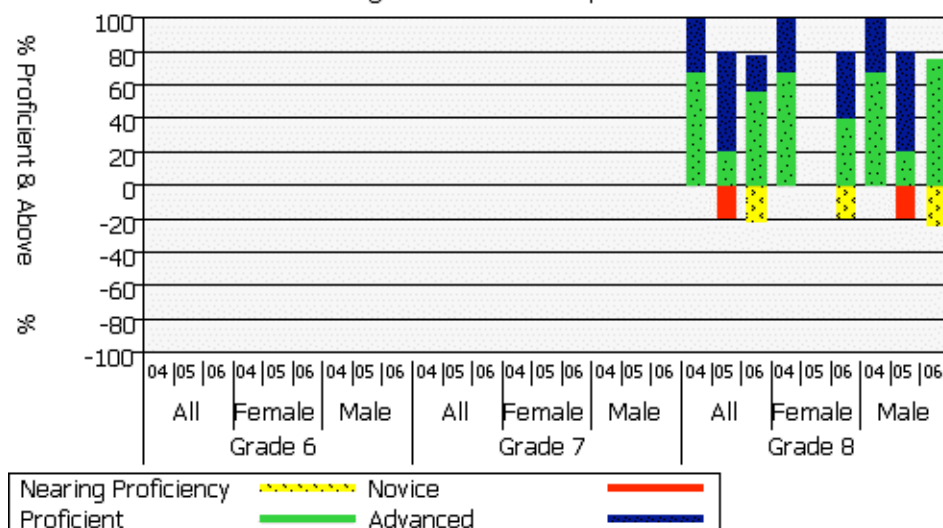
NRT: 75% proficient/advanced

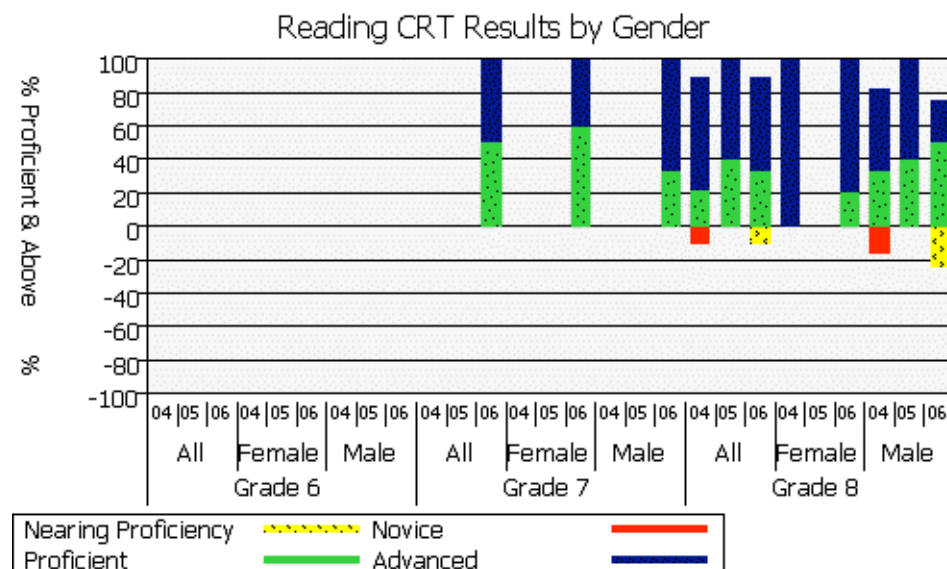


Reading CRT Results by Economic Status



Reading NRT Results by Gender





Analysis of the above data:

A baseline was established in 2003 using the performances of eighth graders from the Iowa Test of Basic Skills (NRT), which was 100% proficient/advanced. The 2004 CRT test results were 90% proficient/advanced, which did not meet the goal of maintaining 100%; in 2005, 100% of the students were proficient/advanced, which exceeded the goal of a 3% increase. In 2006, there was a decline to 89% proficient/advanced, which did not meet the maintenance goal.

In the 2003 NRT, eighth grade students attained 100% proficient/advanced; in 2004, 100% were proficient/advanced while in 2005, 80% of the students were proficient/advanced, which did not meet the maintenance goal. In 2006, 75% of the students scored at the proficient/advanced, which did not meet the goal of 83% proficient/advanced.

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, seven students with four non-free/reduced students; 2004, nine students with four non-free/reduced students; 2005, five students with one non-free/reduced student, and 2006, nine students with two non-free/reduced students. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Furthermore, the CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills was examined to determine specific areas in which students needed additional emphasis. The professional staff also examined the Montana Surveys of Enabled Curriculum (MSEC), which is an alignment and mapping process that compares the areas taught at the classroom level with those academic areas from the Montana Standards that are included on the CRT.

Based on these figures, the goal for the school's eighth grade students for 2007 is to increase the percentage of the proficient/advanced levels of performance on the CRT Reading test section from 89% to 92%.

LE: 0000000000	SC: 1744
Goal Type:	Reading
Description:	Eighth grade students in the school will increase proficient/advanced performance levels on the MontCAS, Phase 2 Criterion Reference Test from 89% to 92% for 2007.

Course of Action:

Improvement Area:	Curriculum
Timeframe:	1 - 2 Years
Steps:	The CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills will continue to be examined as well as the Montana Surveys of Enabled Curriculum (MSEC).

For the 2007 school year, the school will focus on Montana Reading/Literature Standard Two. Some of the skills that will be stressed include decoding; applying a variety of strategies for comprehension; developing vocabulary; and interpreting and analyzing literary elements and their effects.

All eighth grade students will continue to participate in the Accelerated Reading Program. Furthermore, one hundred percent of the students will participate in the Lexia computerized program, which stresses automatic word recognition, word-attack strategies to single words and contextual material, phonics-based activities, and decoding techniques. Those students who complete the five levels of the Lexia program will begin their individualized PLATO reading program. This program includes essential reading skills, reading strategies, and reading for information activities.

Eighth grade students will continue to participate in the "Critical Reading" series, which stresses speed-reading in conjunction with comprehension. Each student reads a story and is timed to determine his/her reading speed. After answering several questions, a comprehension score is determined. The reading speed and comprehension scores are graphed, which enables the student to monitor his/her progress. The program's goal and specific objective is to quantify the combination of reading speed coupled with comprehension.

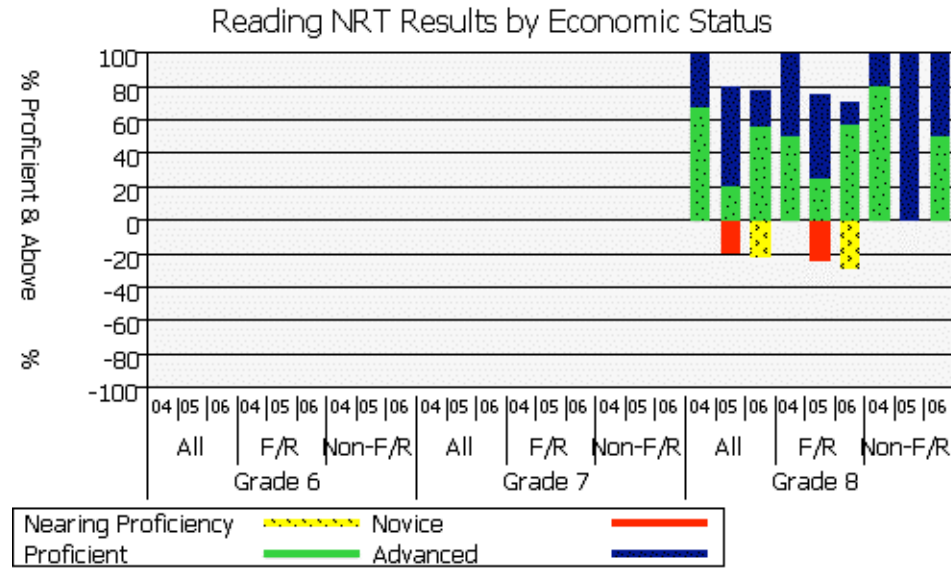
In addition, individualized instruction training for educators and paraprofessionals will be provided by the Montana Small School Alliance Curriculum Consortium of which the district is a member.

Changes Needed: Yes

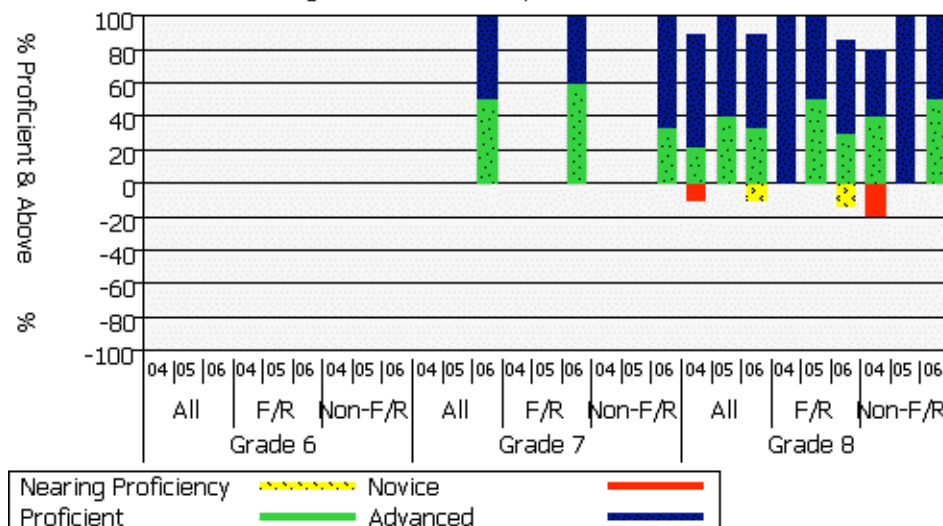
The 2006 testing results in reading for the school's eighth grade students are as follows:

CRT: 89% proficient/advanced

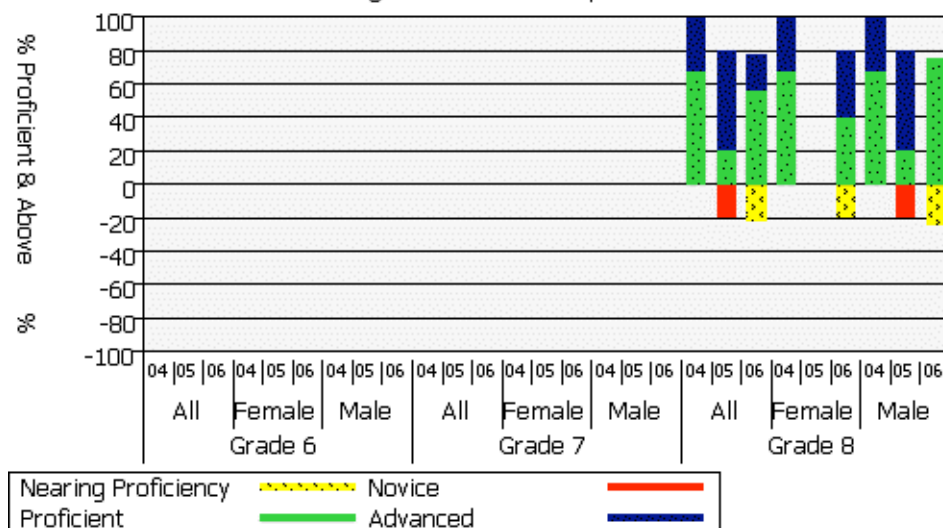
NRT: 75% proficient/advanced



Reading CRT Results by Economic Status



Reading NRT Results by Gender



LE: 000000000

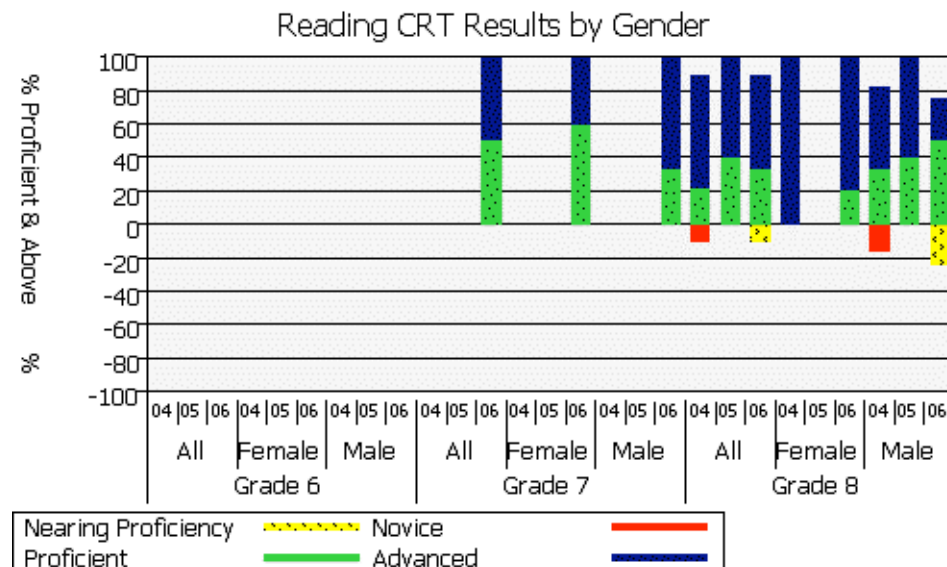
SC: 1744

Goal Type:

Reading

Description:

One hundred percent of the school's eighth grade students will participate in the Lexia program in 2007.

**Analysis of the above data:**

A baseline was established in 2003 using the performances of eighth graders in the Iowa Test of Basic Skills (NRT), which was 100% proficient/advanced. The 2004 CRT test results were 90% proficient/advanced, which did not meet the goal of maintaining 100%; in 2005, 100% of the students were proficient/advanced, which exceeded the goal of a 3% increase. In 2006, there was a decline to 89% proficient/advanced.

In the 2003 NRT, eighth grade students attained 100% proficient/advanced; in 2004, 100% were proficient/advanced while in 2005, 80% of the students were proficient/advanced, In 2006, 75% of the students scored at the proficient/advanced which did not meet the goal that was to maintain a performance level of 100% at proficient/advanced

When examining the disaggregated data for economic status, the numbers of students involved are too small to make a valid judgment; i.e., 2003, nine students; 2004, five students with one non-free/reduced student; 2005, nine students with two non-free/reduced student, and 2006, seven students with five non-free/reduced students. The same situation occurs when contemplating the disaggregated data for gender. There were fewer than ten students in the other subgroups, which includes limited English proficiency, disability, and ethnicity. In fact, in most of these groups, the school had no students.

Based on these figures, the goal for the school's eighth grade students for 2007 is to increase the percentage of the proficient/advanced levels of performance on the CRT reading test section from 89% to 92%.

Course of Action:

Improvement Area: Professional Development

Timeframe: 1 - 2 Years

LE: 0000000000

SC: 1744

Goal Type:

Reading

Description:

One hundred percent of the school's eighth grade students will participate in the Lexia program in 2007.

Steps:

The CRT Reading Roster and Item-Level Report and the List of Student Scores: Iowa Test of Basic Skills will continue to be examined as well as the Montana Surveys of Enabled Curriculum (MSEC).

For the 2007 school year, the school will focus on Montana Reading/Literature Standard Two. Some of the skills that will be stressed include decoding; rereading, using context, adjusting reading rate; developing vocabulary; and interpreting/ analyzing literary elements and their effects.

To increase the students' proficient/advanced performance level, all eighth grade students will continue to participate in the Accelerated Reading Program. Furthermore, one hundred percent of the students will participate in the Lexia computerized program, which will stress automatic word recognition, word-attack strategies to single words and contextual material, phonics-based activities, and decoding techniques that will all increase the students' comprehension level. Those students who complete the five levels of the Lexia program will begin their individualized PLATO reading program. This program includes essential reading skills, reading strategies, and reading for information activities.

Eighth grade students will continue to participate in the "Critical Reading" series, which stresses speed-reading in conjunction with comprehension. Each student reads and is timed to determine his/her reading speed. After answering several questions, a comprehension score is determined. The reading speed and comprehension scores are graphed, which enables the student to monitor his/her progress. The program's goal and specific objective is to quantify the combination of reading speed coupled with comprehension.

In addition, individualized instruction training for educators and paraprofessionals will be provided by the Montana Small School Alliance Curriculum Consortium of which the district is a member.

Changes Needed:

Yes

Curriculum Review by Area for LE0000000000

<u>Curriculum Area</u>	<u>Has the Review Been Completed Since 2003?</u>	<u>Next Scheduled Review</u>	<u>Is a Review In Progress?</u>	<u>Expected Completion Date of Review</u>	<u>Explanation For No Review</u>
Reading	Yes	2007-2008	N/A	N/A	N/A
Mathematics	Yes	2010-2011	N/A	N/A	N/A
Science	Yes	2010-2011	N/A	N/A	N/A
Technology	Yes	2007-2008	N/A	N/A	N/A
Health Enhancement	Yes	2008-2009	N/A	N/A	N/A
Communication Arts	Yes	2009-2010	N/A	N/A	N/A
World Languages	Yes	2009-2010	N/A	N/A	N/A
Social Studies	No	N/A	Yes	5/31/2007	
Arts	Yes	2007-2008	N/A	N/A	N/A
Library Media	Yes	2007-2008	N/A	N/A	N/A
Workplace Competencies	Yes	2008-2009	N/A	N/A	N/A
Career Vocational/Technical Education	Yes	2008-2009	N/A	N/A	N/A